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BOSTON UNIVERSITY  
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Thesis

THE NUMBER OF SEPARATE LANGUAGE ERRORS ATTACHING  
TO AN INDIVIDUAL CHILD

Submitted by

Alice Dunn

B. S. in Ed. Boston University, 1928

In partial fulfillment of the requirements for the  
degree of Master of Education

1936

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of

G. M. Wilson

who opened the vista of

research to me



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1. The first section of the document discusses the importance of maintaining accurate records.

2. The second section outlines the procedures for handling confidential information.

3. The third section details the requirements for data security and access control.

4. The fourth section describes the process for conducting regular audits and reviews.

5. The fifth section provides information on the roles and responsibilities of the staff involved.

6. The sixth section discusses the importance of ongoing training and development.

7. The seventh section outlines the process for managing risks and potential threats.

8. The eighth section provides information on the legal and regulatory requirements.

9. The ninth section discusses the importance of transparency and accountability.

10. The tenth section outlines the process for handling complaints and feedback.

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## CHAPTER I

### THE PROBLEM

The first study of specific language errors of children known to the author was made in 1909.<sup>1/</sup> The first study extended over a period of two weeks and involved checking on all pupils in schools, the number of teachers co-operating was about forty. Yet this small study revealed the fact that the language errors of the children are not numerous; that the same errors are made in the upper grades as in the lower grades notwithstanding the teaching of technical grammar; and that a few errors predominate to the extent that if ten of the most common errors in a school system could be eliminated, fifty per cent of all errors on a frequency basis would be eliminated.

This first published study of the actual errors made by the children attracted immediate attention and was repeated in different parts of the country. A study was undertaken in Boise, Idaho, along the same lines, and was continued over a period of five years. The results on a percentage basis were in substantial agreement with the original study. A second study in Kansas City extended the list of errors, but noted substantially the same errors as the most frequent ones.<sup>2/</sup> A study by Sears and Diebel in Cincinnati further extended the list of errors, but confirmed in general the findings of the pre-

---

<sup>1/</sup>G.M.Wilson, "Errors in Language of Grade Pupils," Educator Journal, December 1909

<sup>2/</sup>Charters & Miller, "Course of Study in Grammar Based upon Grammatical Errors of School Pupils," Bulletin No. 2, Vol.16, University of Missouri.

# 1892

1892

1892 was a year of great change for the world. The year began with the death of Queen Victoria, and the coronation of her daughter, Queen Alexandra. The year also saw the beginning of the Boer War in South Africa, and the outbreak of the Russo-Japanese War in the Far East. In the United States, the year was marked by the death of President Harrison, and the election of Benjamin Harrison to the White House. The year also saw the beginning of the Spanish-American War, and the outbreak of the Philippine Revolution.

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vious studies.<sup>1/</sup> Other studies followed.

The early study of language errors was concerned with determining the most common errors of an entire school system. The various studies made it possible in 1920 to publish a summary and to set forth the two hundred four discovered errors somewhat in the order of frequency.<sup>2/</sup> These various studies and the resulting summary brought the commonly recognized language errors into the courses of study throughout the country. In places as far removed as Lincoln, Nebraska, and Boston, Massachusetts, they were distributed among the grades and assigned as specific teaching tasks.

As a member of a seminar group at the Boston University School of Education, the writer, working co-operatively with others, discovered that the common language usage mistakes in one part of Boston differed from those in another part. This fact led to the further question as to what specific errors should be taught in any district and ultimately it led to the question which forms the problem in this present study, namely, how many separate language errors attach to an individual child.

The importance of the problem was immediately recognized by the co-operating group. Teaching too frequently is general and, therefore, non-functional. If the errors made by the particular pupils differ considerably, then obviously the first task is to find out the specific language usage errors made by any child. These errors then should become the basis for corrective language work. However, it must be known how many errors any one child may make and in this manner get

<sup>1/</sup> Sears & Diebel, "Study of the Common Mistakes in Pupils' Written Work", Elementary School Journal, Vol.18, November 1917.

<sup>2/</sup> G. M. Wilson, "Locating Language Errors of Children", Elementary School Journal, December 1920, Vol. 21, pp.290-96



an idea of the size of the task ahead. The present study attempts to answer this question in so far as it can be done on the basis of a particular group of grade children in a community that is not highly favored socially and economically.



## CHAPTER II

### METHOD OF PROCEDURE

In the present study two methods were used. One method made use of a standardized language error test having three forms.<sup>1/</sup> This method permits noting the errors made on the test by the child and then following through during the year as the second and third forms of the test are given. The three forms of the test were administered in September, January and May. It was possible on this basis to note the total errors made by a class at three different times during the year, and to note also the average number of errors, and for that matter the specific number of errors, made by each child in the class. The results of the testing on the second and third tests by comparison with the first test made it possible to note the progress of the child toward elimination of errors.

The second method involved noting the errors made by the children in composition work on the basis of about one composition per week. While the basis of comparison as between compositions would obviously not be standardized and might vary in one way or another from time to time, yet the study had all of the appearances of being worthwhile and did show, as will be related in later chapters, a gradual decrease in the number of errors in written work.

The first method of study was carried through two years and the second method through three years. The writer also made a check

<sup>1/</sup> G.M. Wilson, "Language Error Test", Journal of Educational Psychology, September, 1922, pp.341-49.





on oral errors, but no report is made upon this phase of the study in the present thesis. It may be noted, however, that the results in the oral study do re-inforce at every point the findings of the present study. The oral study had one advantage and that was to make the group and the individuals of the group clearly conscious of the problem of correct language usage.



### CHAPTER III

#### REDUCTION OF ERRORS AS SHOWN BY THE USE OF STANDARDIZED TESTS

The test used for this study was the Wilson Language Error Test. During the school year 1923-1924 the three equal sections of Form I of this test were administered in September, January and May respectively to thirty-nine sixth grade children in the Wells School near the North Station in Boston.

Each part of the test is made up of a story which contains errors. Each of the three stories, A, B, and C, contains twenty-eight errors. The task of the child is to correct these errors and failure to do so makes a score against the child. Table I gives a list of all of the errors of the three sections of the stories of Form I of the Wilson Language Error Test and it shows the total number of mistakes made by the thirty-nine pupils on each error. Examination of the totals of this table shows, at the bottom, that on story A in September, the class made four hundred forty-five mistakes; on story B, in January, three hundred seven mistakes; and on story C in May, two hundred forty-two mistakes. The average number of mistakes per pupil on story A was twelve; on story B it was eight and eight-tenths; and on story C it was seven and three-tenths. There is, therefore, a gradual reduction in the number of mistakes made by the children.

The totals at the right of Table I indicate to the teacher the mistakes which are most frequently made by the children. For instance, if I was instead of if I were stands at the top of the list  
(continued on page 10)





Table I

Errors of the three tests of Form I of the Wilson Language Error Tests and the errors made by the sixth grade on stories A, B, and C in September, January and May respectively, 1923-1924.

Errors of Stories A, B, C - Form I	Story A September	Story B January	Story C May	Totals
to for at	5			5
are for our	19	15	2	36
feller for fellow	32			32
me for I	8		3	11
I and Dorothy for Dorothy and I	13			13
taken for took	7			7
especial for especially	33			33
saw for seen	3	11		14
so's,so as for so that,so	13		1	14
John he for John	6	7		13
too for two	15		5	20
couldn't hardly for could hardly	23			23
did for done	19	17		36
sure for surely	36			36
real for really, very	33			33
ain't,hain't for haven't,etc.	4	6	36	46
got for <del>got</del> (omit)	12	3		15
no, none for any, etc.	11	6		17
comes for come	10			10
give for gave	9	6	6	21
to for too	30	26		56
was,if I was for were,if I were	53		9	62
seen for saw	7	7		14
et for ate	6	3		9
them for the, those	5	15		20
couldn't eat no for could eat no	25			25
hopes for hope	8			8
awful for very		1	1	2
once't for once		1		1
ask for asked		7		7
learn for teach		10		10
cetch for catch		5		5
is for are		17		17
done for did		13	4	17
sit for set		9		9
hissself for himself		9		9
good for well		35		35
git for get		3	1	4
and went for to go, etc.		27		27
can't never for can never, etc.		12		12

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Errors of Stories A, B, C - Form I	Story A	Story B	Story C	Totals
him for he		31	29	60
begun for began		4		4
came for come		16		16
teacher she for teacher			1	1
a for an			9	9
had went for had gone			7	7
the for they			5	5
run for ran			3	3
never for ever			1	1
can for may			20	20
up for <del>up</del> (omit)			21	21
hadn't no for hadn't any, etc.			9	9
leave for let			31	31
I and William for William and I			9	9
there for their			14	14
lots of for many			0	0
Totals	445	307	242	994

39 pupils - average age 8 to 11

Average mistakes per pupil Story A	12.
Average mistakes per pupil Story B	8.8
Average mistakes per pupil Story C	7.3

Date	Particulars	Debit	Credit	Balance
1890				
Jan 1	Balance forward			
Jan 2	Jan 1			
Jan 3	Jan 2			
Jan 4	Jan 3			
Jan 5	Jan 4			
Jan 6	Jan 5			
Jan 7	Jan 6			
Jan 8	Jan 7			
Jan 9	Jan 8			
Jan 10	Jan 9			
Jan 11	Jan 10			
Jan 12	Jan 11			
Jan 13	Jan 12			
Jan 14	Jan 13			
Jan 15	Jan 14			
Jan 16	Jan 15			
Jan 17	Jan 16			
Jan 18	Jan 17			
Jan 19	Jan 18			
Jan 20	Jan 19			
Jan 21	Jan 20			
Jan 22	Jan 21			
Jan 23	Jan 22			
Jan 24	Jan 23			
Jan 25	Jan 24			
Jan 26	Jan 25			
Jan 27	Jan 26			
Jan 28	Jan 27			
Jan 29	Jan 28			
Jan 30	Jan 29			
Jan 31	Jan 30			
Feb 1	Jan 31			
Feb 2	Feb 1			
Feb 3	Feb 2			
Feb 4	Feb 3			
Feb 5	Feb 4			
Feb 6	Feb 5			
Feb 7	Feb 6			
Feb 8	Feb 7			
Feb 9	Feb 8			
Feb 10	Feb 9			
Feb 11	Feb 10			
Feb 12	Feb 11			
Feb 13	Feb 12			
Feb 14	Feb 13			
Feb 15	Feb 14			
Feb 16	Feb 15			
Feb 17	Feb 16			
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Feb 21	Feb 20			
Feb 22	Feb 21			
Feb 23	Feb 22			
Feb 24	Feb 23			
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Feb 26	Feb 25			
Feb 27	Feb 26			
Feb 28	Feb 27			
Feb 29	Feb 28			
Feb 30	Feb 29			
Mar 1	Feb 30			

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Table II

## Wilson Language Error Test 1923-1924

## Individual Mistakes

	11 errors	-	2 pupils
	12 "	-	2 "
	13 "	-	2 "
	14 "	-	1 "
	15 "	-	1 "
	16 "	-	1 "
	17 "	-	1 "
	18 "	-	2 "
	19 "	-	1 "
	20 "	-	2 "
	21 "	-	1 "
	22 "	-	2 "
(median)	23 "	-	4 "
	24 "	-	1 "
	25 "	-	3 "
	26 "	-	3 "
	28 "	-	4 "
	29 "	-	4 "
	34 "	-	1 "
	36 "	-	1 "
	Total		39 pupils

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with sixty-two mistakes by thirty-nine children. The use of him for he comes next with sixty mistakes. Half of these errors occurred in two stories.

While Table I indicates a general reduction in the number of mistakes made by children, it is necessary to examine the record of each child in order to get at our main problem, namely, the number of errors attaching to an individual child. This factor is shown in summary form in Table II in which the frequency of individual mistakes checked against the thirty-nine children is indicated. The number of mistakes per pupil ranged from eleven to thirty-six, the median being twenty-three. It should be noted in passing that thirty-six errors is the largest number checked against any child and if this method of procedure is anything like a fair index, the load for any child is obviously very much less than two hundred four specific errors set forth in Wilson's original summary.<sup>1/</sup>

Apparently one way to bring out the differences among the children is to show for each child the list of mistakes which were made throughout the year. Accordingly there follows in Table III names of the thirty-nine children involved in the study by this method during the year 1923-1924 together with certain data about them, namely, race and age. Under the name of each child is a list of the specific errors which the child failed to correct in taking the tests in stories A, B, and C. Careful examination of the record of the individual children will show considerable variation. For example, Frances E. failed to correct the use of saw for seen, seen for saw, etc. In fact only one of the mistakes made by Frances E. was duplicated by the second

(continued on page 35)

<sup>1/</sup> loc.cit.



Table III

Showing the assignment to pupils of the nine hundred ninety-four errors of Table I, resulting from the testing program throughout the year for the thirty-seven <sup>1/</sup> children of grade six, Wells School, Boston, 1923-1924. The alphabetical list of errors is shown at the left and the pupils' names at the top are arranged in order of increasing number of separate errors.

---

<sup>1/</sup> In Table II, page 9, the number of pupils in the class was thirty-nine; here the number of pupils is thirty-seven. Two pupils dropped out.



Errors	Names of Pupils																								Total
a for an																									18
a for in																									1
a for the																									3
a lot of, lots of																									1
for much, many																									3
accident - accidents																									5
agin for again																									1
all for many																									1
all for whole																									1
along for alone																									1
always for always																									4
am for was																									1
an for am																									15
an for a																									8
an for and																									3
appear for appears																									1
are for is																									12
are for our																									1
are for were																									8
arm for arms																									1
around for about																									2
as for has																									1
as for like																									1
as for so																									1
as for us																									1
ask for asked																									9
asked for ask																									1
as though - that																									1
at for on																									2





Errors	Names of Pupils	Total Frequencies
at for to	Sybil T.	1
awl for all	Lena C.	1
bad for badly	Eva F.	1
be for am	Nancy P.	4
bear for bare	Elizabeth Y.	1
beat for bit	Esther B.	1
beated for beat	Eugenia Z.	1
beautifulest for	Esther W.	1
most beautiful	Rose H.	2
becomes for turns	Vida F.	1
bee for be	Celia S.	1
begins for began	Lillian N.	1
being for begin	Hilda M.	1
believe for believed	Annie S.	1
bell for bells	Esther F.	1
belong for belonged	Gertrude F.	1
bent for bend	Ida M.	1
berry for bury	Annette F.	1
besides for beside	Jane S.	1
better for more	Gertrude R.	1
big for large	Ruth G.	1
bigger for larger	Rose I.	1
blew for blue	Rose L.	1
board for boat	Bertha O.	1
boiled for boil	Mollie O.	1
boils for boiled	Fannie P.	1
book for books	Gertrude B.	1
boy for boys	Eva P.	1
brave for bravely	Stella G.	1
breath for breathe	Rose R.	1
	Evelyn O.	1
	Edna C.	1
	Bernice H.	1
	Dorothy S.	1
	Etta W.	1
	Alice K.	1
	Ruth G.	1







Errors	Names of Pupils	Total Frequencies
come for comes	Sybil T.	1
come for go	Lena C.	4
comes for came	Eva F.	1
comes for come	Nancy P.	1
cost for costs	Elizabeth Y.	1
could for can	Esther B.	1
cream for creamed	Eugenia Z.	1
danger for dangerous	Esther W.	1
day for days	Rose H.	5
days for day	Vida F.	1
dearly for dear	Celia S.	1
decide for decided	William N.	1
describe for described	Hilda M.	1
description for describing	Annie S.	1
did for had	Esther E.	1
didn't want no for didn't want any, etc.	Ida M.	1
didn't want nobody for didn't want anybody, etc.	Gertrude R.	1
died for die	James S.	1
dies for died	Gertrude R.	1
do for doing	Ruth G.	1
do for get	Rose I.	1
do for learn	Rose L.	1
do for make	Bertha O.	1
do for obey	Mollie O.	1
do for study	Fannie P.	1
does for do	Gertrude B.	1
	Eva P.	1
	Stella G.	2
	Rose R.	1
	Evelyn O.	1
	Edna C.	1
	Bernice H.	1
	Dorothy S.	1
	Etta W.	1
	Alice K.	1
	Ruth G.	1





Errors	Names of Pupils	Total Frequencies
done for did	Sybil T.	1
door for doors	Lena C.	1
dose for does	Nancy P.	1
down for by	Elizabeth Y.	1
down for in	Esther B.	1
down for into	Eugenia Z.	1
draw for drawer	Esther W.	1
dress for dressed	Rose H.	1
droops for droop	Vida F.	1
drop for dropped	Celia S.	1
early for earlier	Lillian N.	1
eat for ate	Hilda M.	1
eat for eats	Annie S.	1
eat for food	Esther E.	1
education for	Ida M.	1
educated	Gertrude F.	1
eight for eighth	Gertrude R.	1
enjoy for enjoyed	Ruth G.	1
ever for every	Gertrude R.	1
ever for never	Gertrude R.	1
eye for eyes	Gertrude R.	1
face for faces	Gertrude R.	1
fade for fades	Gertrude R.	1
fainted for fainter	Gertrude R.	1
faithful for	Gertrude R.	1
faithfully	Gertrude R.	1
fame for farm	Gertrude R.	1
fare for fair	Gertrude R.	1
farther for father	Gertrude R.	1
fast for feast	Gertrude R.	1



Errors	Names of Pupils	Total Frequencies
father for farther	Sybil T.	1
feather for feathers	Lena C.	1
feed for fed	Eva F.	1
fell for feel	Nancy P.	1
fell for felt	Elizabeth Y.	1
figure for figures	Esther B.	1
fill for feel	Eugenia Z.	1
find for found	Esther W.	1
finish for finished	Rose H.	1
flower for flour	Elizabeth Y.	1
flower for flowers	Elizabeth Y.	1
flue for flew	Elizabeth Y.	1
for for in	Elizabeth Y.	1
for for of	Elizabeth Y.	1
for for on	Elizabeth Y.	1
for for to	Elizabeth Y.	1
form for formed	Elizabeth Y.	1
form for former	Elizabeth Y.	1
four for for	Elizabeth Y.	1
freezes for froze	Elizabeth Y.	1
fried for frying	Elizabeth Y.	1
friend for friends	Elizabeth Y.	1
friendly for friends	Elizabeth Y.	1
frighten for frightened	Elizabeth Y.	1
from for at	Elizabeth Y.	1
from for in	Elizabeth Y.	1
from for of	Elizabeth Y.	1
fruits for fruit	Elizabeth Y.	1
full for fall	Elizabeth Y.	1
full with for full of	Elizabeth Y.	1



Errors	Names of Pupils																								Total Frequencies
fully for full	Sybil T.																								1
fun for funny	Lena C.																								1
get for got	Eva F.																								1
get for take	Nancy P.																								2
getting for was	Elizabeth Y.																								1
girls for girl																									1
give for gives																									1
give for giving																									2
glass for glasses																									1
go for going																									4
go for went																									1
goes for go																									1
going for go																									1
gone for going																									2
good for well																									17
got for felt																									1
got for <del>get</del> (omit)																									2
got for have																									1
got for was																									1
grate for great																									1
great for grate																									1
grow for grown																									1
grow for grows																									1
has for as																									3
has for had																									4
have for had																									6
he for her																									2
he for it																									1
hear for heard																									1





Names of Pupils

Errors

Errors	Sybil T.	Lena C.	Eva F.	Nancy P.	Elizabeth Y.	Esther B.	Eugenia Z.	Esther W.	Rose H.	Vida F.	Celia S.	Lillian N.	Hilda M.	Annie S.	Esther E.	Gertrude F.	Ida M.	Annette F.	Jane S.	Gertrude R.	Ruth G.	Rose I.	Rose L.	Bertha O.	Mollie O.	Fannie P.	Gertrude B.	Eva P.	Stella G.	Rose R.	Evelyn O.	Edna C.	Bernice H.	Dorothy S.	Etta W.	Alice K.	Ruth G.	Total Frequencies
hear for here																																						2
help for helped																																						3
help for helps																																						3
helps for help																																						3
her for here																																						2
her for she																																						2
herd for heard																																						2
here for hear																																						2
here for her																																						1
him for he																																						1
his for he																																						1
his for is																																						2
hold for get																																						1
hollow for hallow																																						1
honor for honored																																						4
hop for hope																																						1
hope for wish																																						1
house for houses																																						1
how for what																																						1
hurt for hurt																																						1
I for if																																						4
I and my chum for																																						1
my chum and I																																						1
in for as																																						3
in for into																																						15
in for at																																						1
in for of																																						1
in for on																																						10
in for to																																						4

1. The first part of the paper is devoted to the study of the

properties of the function  $f(x)$  defined by the equation

$$f(x) = \int_0^x \frac{1}{1+t^2} dt$$

for  $x \in \mathbb{R}$ . It is well known that this function is the arctangent function, i.e.,  $f(x) = \arctan x$ . The main result of this section is the following theorem:

**Theorem 1.** Let  $f(x)$  be the function defined by the equation (1). Then for any  $x \in \mathbb{R}$  and any  $n \in \mathbb{N}$  the following inequality holds:

$$|f(x) - \frac{x}{1+x^2}| \leq \frac{x^2}{2(1+x^2)^2}.$$

The proof of this theorem is given in the next section.

2. In the second part of the paper we study the properties of the function  $g(x)$  defined by the equation

$$g(x) = \int_0^x \frac{t}{1+t^2} dt$$

for  $x \in \mathbb{R}$ . It is well known that this function is the function  $g(x) = \frac{1}{2} \ln(1+x^2)$ . The main result of this section is the following theorem:

**Theorem 2.** Let  $g(x)$  be the function defined by the equation (2). Then for any  $x \in \mathbb{R}$  and any  $n \in \mathbb{N}$  the following inequality holds:

$$|g(x) - \frac{x^2}{2(1+x^2)}| \leq \frac{x^4}{4(1+x^2)^2}.$$

The proof of this theorem is given in the next section.

Errors	Names of Pupils																									Total Frequencies
into for with	Sybil T.																									1
in for to, into	Lena C.																									3
into for as	Eva F.																									29
into, to for as	Nancy P.																									2
into for in	Elizabeth Y.																									4
interested for	Ester B.																									2
interesting	Ester Z.																									2
interesting for	Ester W.																									8
interested	Eugenia Z.																									13
is for are	Rose H.																									3
is for as	Vida F.																									4
is for his	Celia S.																									1
is for in	Lillian N.																									1
is for it	Hilda W.																									2
is for shows	Annie S.																									1
is for was	Ida M.																									1
is with for has	Gertrude F.																									13
it for in	Esther E.																									1
it for me	Gertrude B.																									1
it for them	Ida M.																									2
it for they	Gertrude F.																									12
its for his	Esther E.																									1
its for their	Gertrude B.																									1
joyfully for joyful	Eva F.																									1
jump for jumped	Nancy P.																									1
keep for kept	Elizabeth Y.																									2
kind for kinds	Ester B.																									1
kind for sort	Ester Z.																									2
kind of for rather	Ester W.																									2
king for kind	Eugenia Z.																									2
kinds for sorts	Rose H.																									1
kindness for kind	Vida F.																									1



Errors	Names of Pupils																								Total Frequencies
knit for knitted																									1
knitting for knit																									1
know for knew																									1
know for no																									1
know for now																									2
lay for lie																									3
lay for put																									4
laid for laid																									1
laid for lay																									1
leader for leaders																									1
learn for earn																									1
learn for study																									1
learn for teach																									1
leave for leaf																									6
leave for let																									1
left for felt																									1
lend for borrow																									1
lesson for lessons																									1
lesson for listen																									3
let for left																									1
let for put																									1
lies for lie																									1
life for live																									1
life for lives																									3
lighting for																									1
lightens																									1
like for as																									1
like for as if																									4
like for liked																									1
like for likes																									2
																									1

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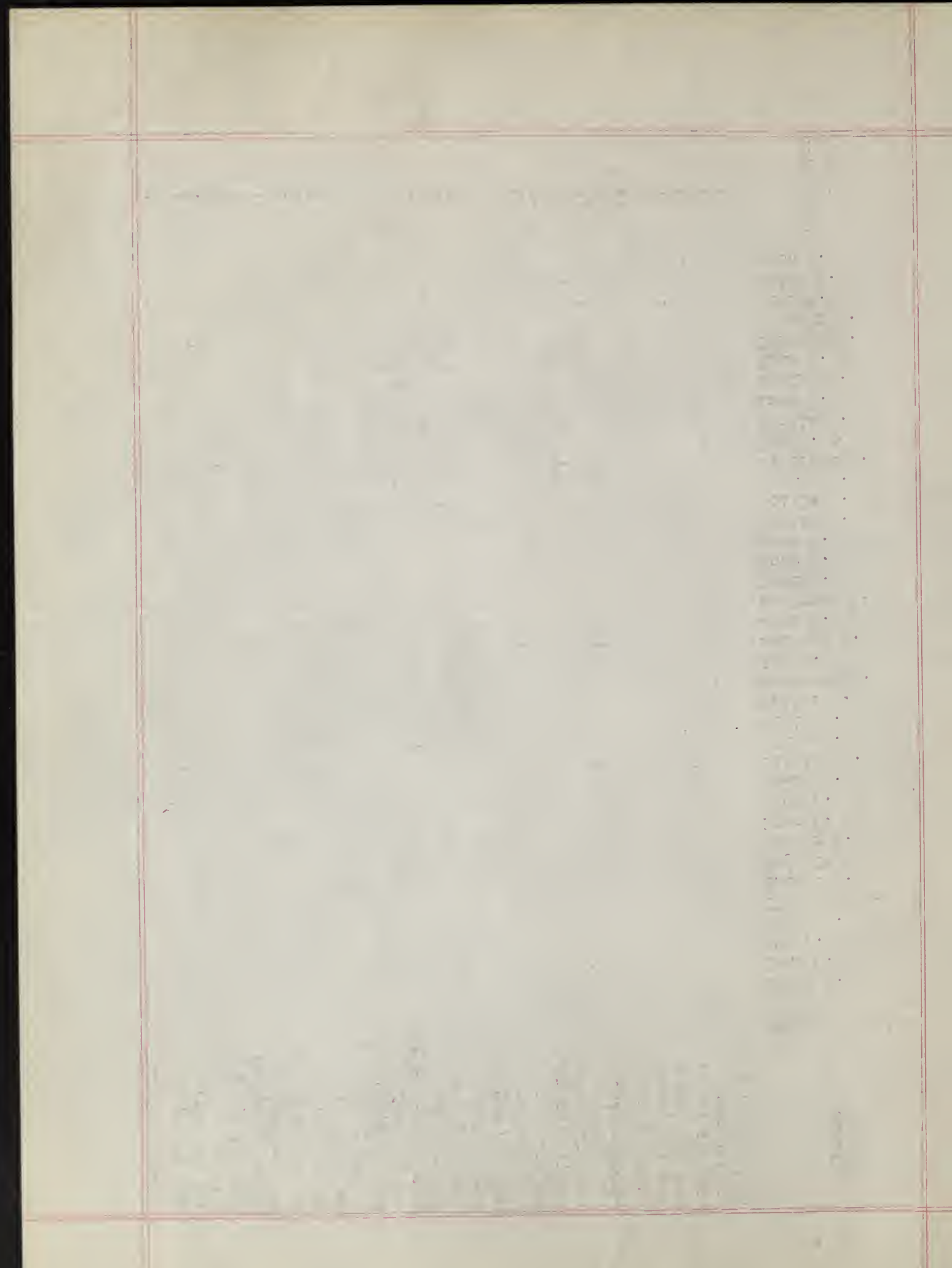
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Names of Pupils

Errors

Errors	Names of Pupils	Frequencies	Total
poet for poetry	Sybil T.		1
present for presents	Lena C.		1
price for prize	Eva F.		1
problem for proverb	Nancy P.		1
put for turn	Elizabeth Y.		1
quick for quickly	Esther B.		1
quiet for quite	Eugenia Z.		1
quit for quite	Esther W.		1
quite for quiet	Rose H.		1
rain for rainy	Vida F.		1
raining for rains	Celia S.		1
ran for run	Lillian N.		1
rap for wrap	Hilda M.		1
reach for reached	Annie S.		1
receive for received	Esther E.		1
regard for regards	Gertrude F.		1
remain for remains	Ida M.		1
right for write	Annette F.		1
rings for rang	Jane S.		1
ripe for rip	Gertrude R.		1
rise for set	Ruth G.		1
rode for road	Rose I.		1
rode for went	Rose L.		1
rose for rosy	Bertha O.		1
ruler for rules	Mollie O.		1
rung for rang	Fannie P.		1
sailor for sailors	Gertrude B.		1
salary for celery	Eva P.		1
saluting for salute	Stella G.		1
	Rose R.		1
	Evelyn O.		1
	Edna C.		1
	Bernice H.		1
	Dorothy S.		1
	Etta W.		1
	Alice K.		1
	Ruth G.		1

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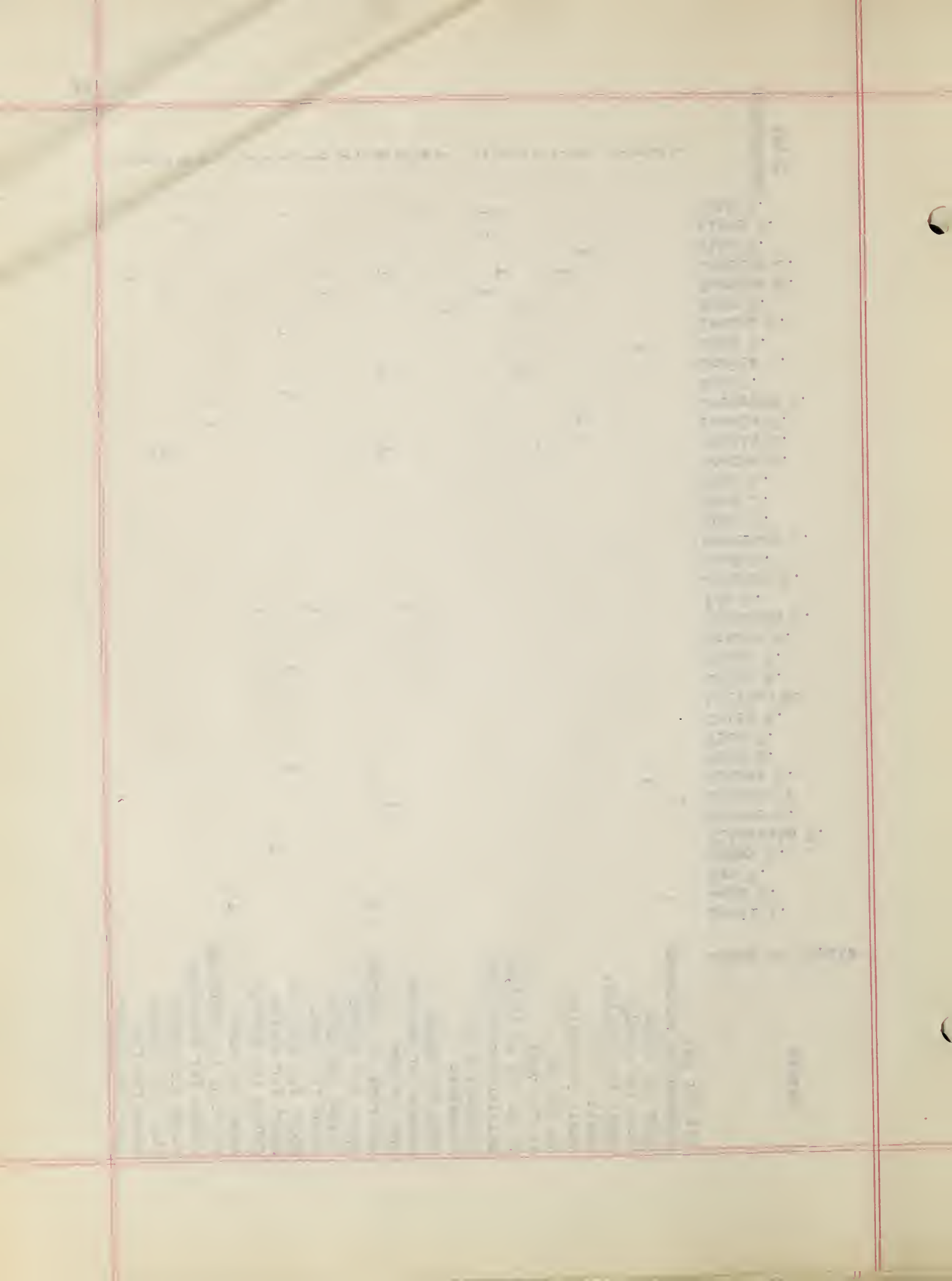
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Errors	Names of Pupils	Total Frequencies
satisfy for satisfied	Sybil T.	1
sauce for saucer	Lena C.	1
save for saved	Eva F.	1
saves for saved	Elizabeth Y.	1
say for tell	Nancy P.	1
says for said	Elizabeth Y.	1
scenes for seen	Elizabeth Y.	1
school for schools	Elizabeth Y.	1
self for selves	Elizabeth Y.	1
sell for sold	Elizabeth Y.	1
seem for see	Elizabeth Y.	1
seem for seemed	Elizabeth Y.	1
send for sent	Elizabeth Y.	1
seen for seem	Elizabeth Y.	1
sew for saw	Elizabeth Y.	1
shaked for shook	Elizabeth Y.	1
shall for should	Elizabeth Y.	1
shame for ashamed	Elizabeth Y.	1
she for I	Elizabeth Y.	1
she for it	Elizabeth Y.	1
shine for shone	Elizabeth Y.	1
shoe for shoes	Elizabeth Y.	1
should for show	Elizabeth Y.	1
should for would	Elizabeth Y.	1
shown for shine	Elizabeth Y.	1
simple for simply	Elizabeth Y.	1
since for for	Elizabeth Y.	1
sing for sang	Elizabeth Y.	1
sink for sinks	Elizabeth Y.	1
sent for sent	Elizabeth Y.	1



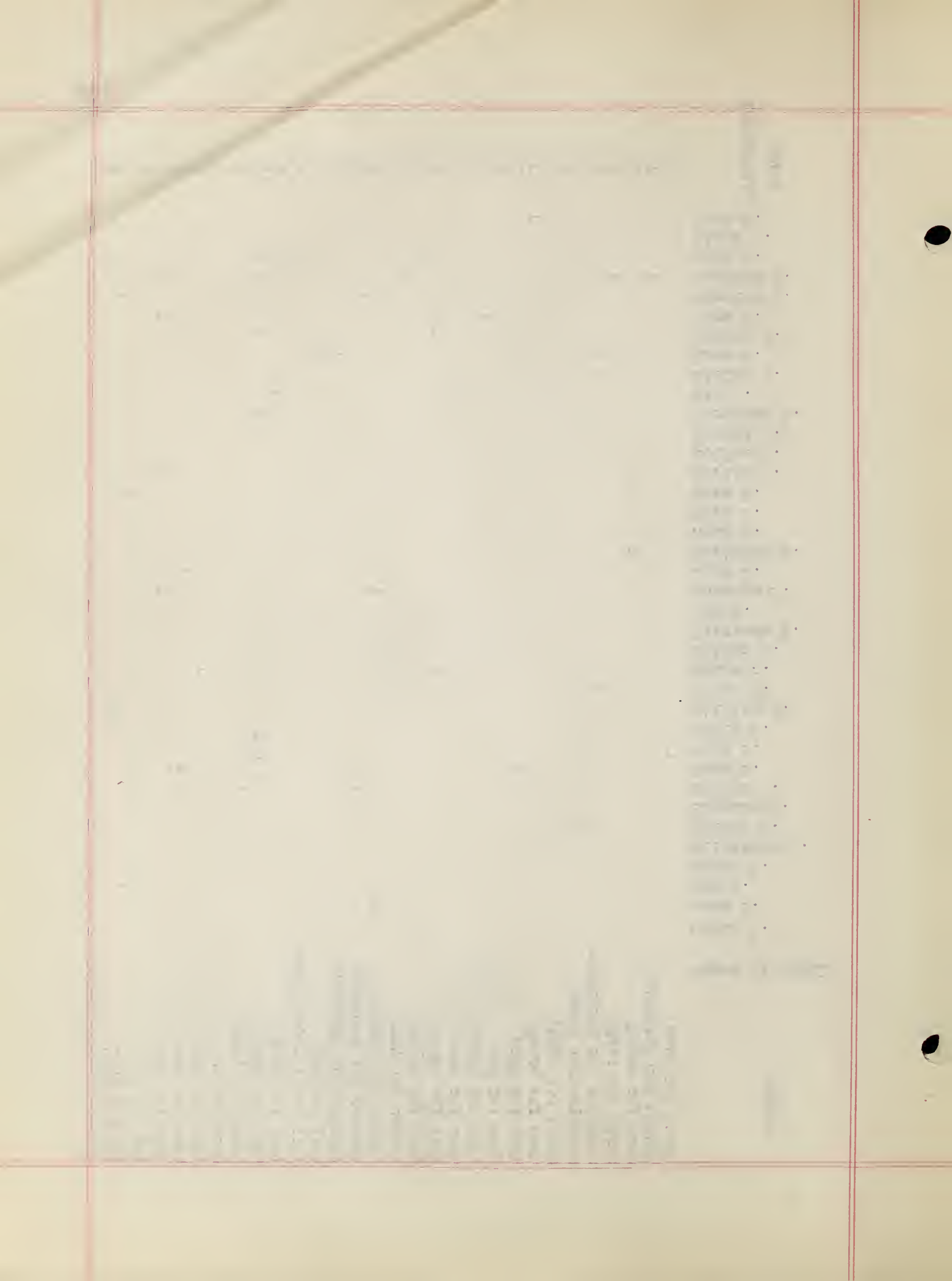
Errors	Names of Pupils	Sybil T.	Lena C.	Eva F.	Nancy P.	Elizabeth Y.	Esther B.	Eugenia Z.	Esther W.	Rose H.	Vida F.	Celia S.	Lillian N.	Hilda M.	Annie S.	Esther E.	Gertrude F.	Ida M.	Annette F.	Jane S.	Gertrude R.	Ruth G.	Rose I.	Rose L.	Bertha O.	Mollie O.	Fannie P.	Gertrude B.	Eva P.	Stella G.	Rose R.	Evelyn O.	Edna C.	Bernice H.	Dorothy S.	Etta W.	Alice K.	Ruth G.	Total Frequencies		
sit for set																																									1
sixteen for sixteenth		1																																							1
size for sized																																									2
slow for slowly																																									1
smell for smelled,																																									2
smelt																																									1
smile for smiled																																									2
so for as																																									1
so for very																																									1
so as for so that, so																																									2
soldier for soldiers																																									2
somewheres for																																									3
somewhere																																									1
song for songs																																									3
sounds for sounded																																									1
sow for sew																																									4
sparrows for sparrow		1																																							1
speak for speaks																																									1
speech for speak																																									1
spend for spent																																									2
spoon for spoonful																																									1
sport for sports																																									5
spring for springs																																									1
steel for steal		1																																							1
stocking for stockings																																									1
stocks for stockings																																									2
stood for stayed																																									2
stop for stopped																																									3
stove for fire																																									1
sport for support																																									1







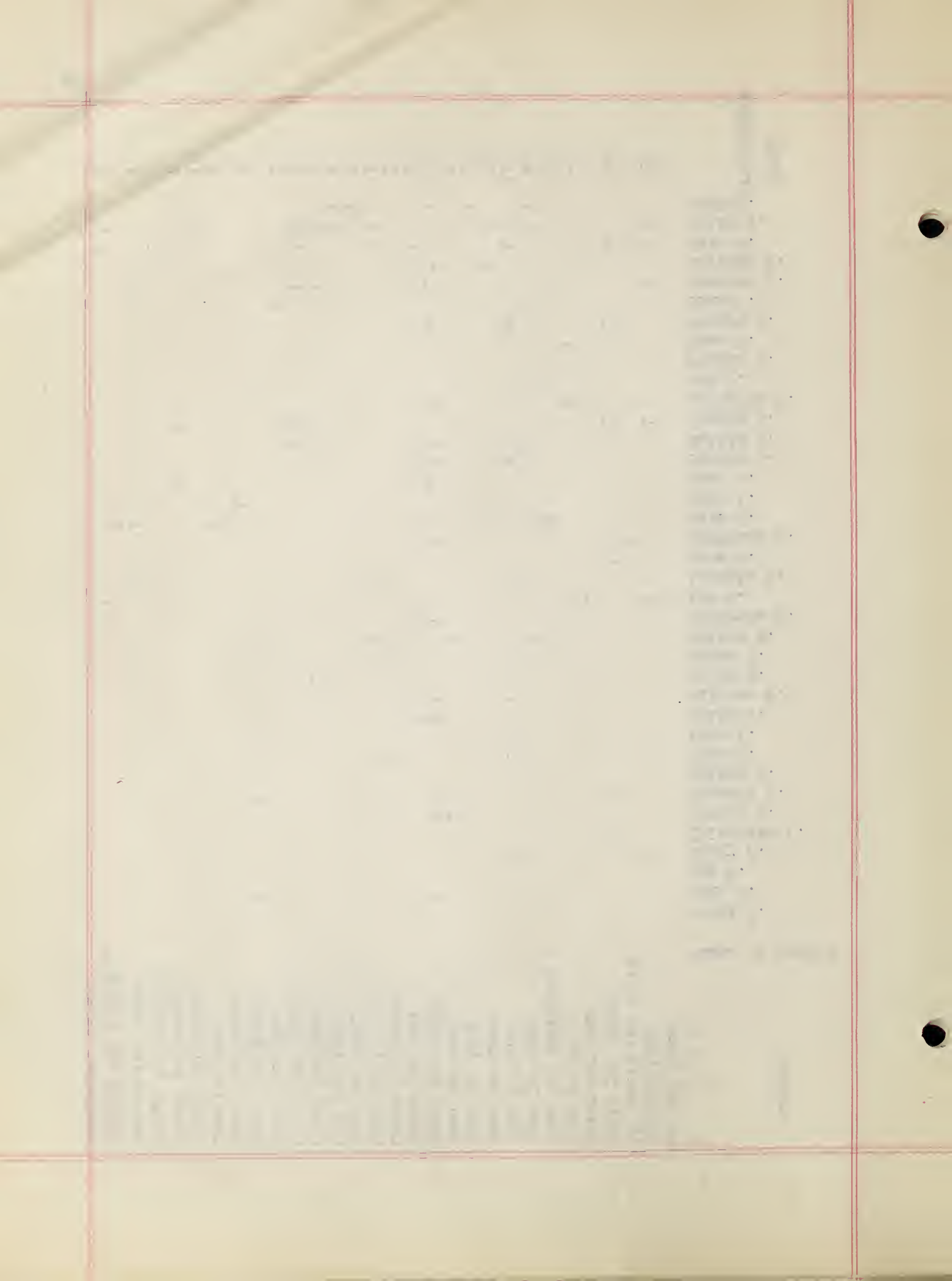
Errors	Names of Pupils	Total Frequencies
stove for oven	Sybil T.	1
strait for straight	Lena C.	1
sure for surely	Eva F.	1
surge for serge	Nancy P.	1
surprise for surprised	Elizabeth Y.	1
surprise for prize	Esther B.	1
sweat for sweet	Eugenia Z.	1
take for bring	Esther W.	1
take for have	Rose H.	1
take for get	Rose H.	1
take for takes	Vida F.	1
take for took	Celia S.	1
talk for speak	Lillian N.	1
talk for talked	Hilda M.	1
taxies for taxi	Annie S.	1
teach for teaches	Gertrude F.	1
teacher for teachers	Ida M.	1
teaches for teachers	Annette F.	1
tell for ask	Jane S.	1
tell, tells, for gives	Gertrude R.	1
tell for told	Ruth G.	1
than for then	Rose I.	1
thank for think	Rose L.	1
that for as	Bertha O.	1
that for this	Mollie O.	1
that for who	Fannie P.	1
that for whom	Gertrude B.	1
the for a	Eve P.	1
the for that	Stella G.	1
the for then	Rose R.	1
teachers for teaches	Evelyn O.	1
	Edna C.	1
	Bernice H.	1
	Dorothy S.	1
	Etta W.	1
	Alice K.	1
	Ruth G.	1



Names of Pupils

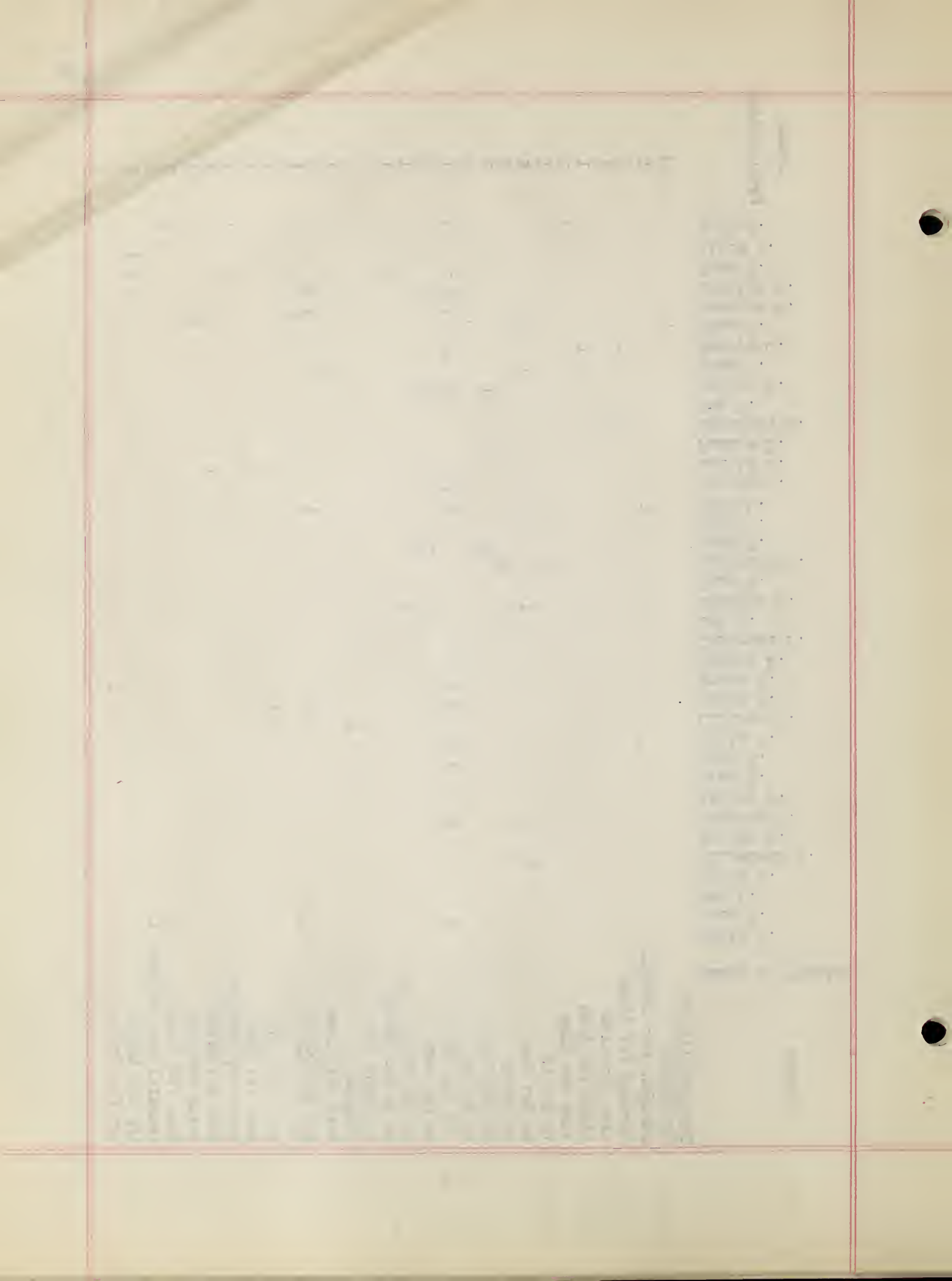
Errors

Errors	Names of Pup.																				Total																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																												
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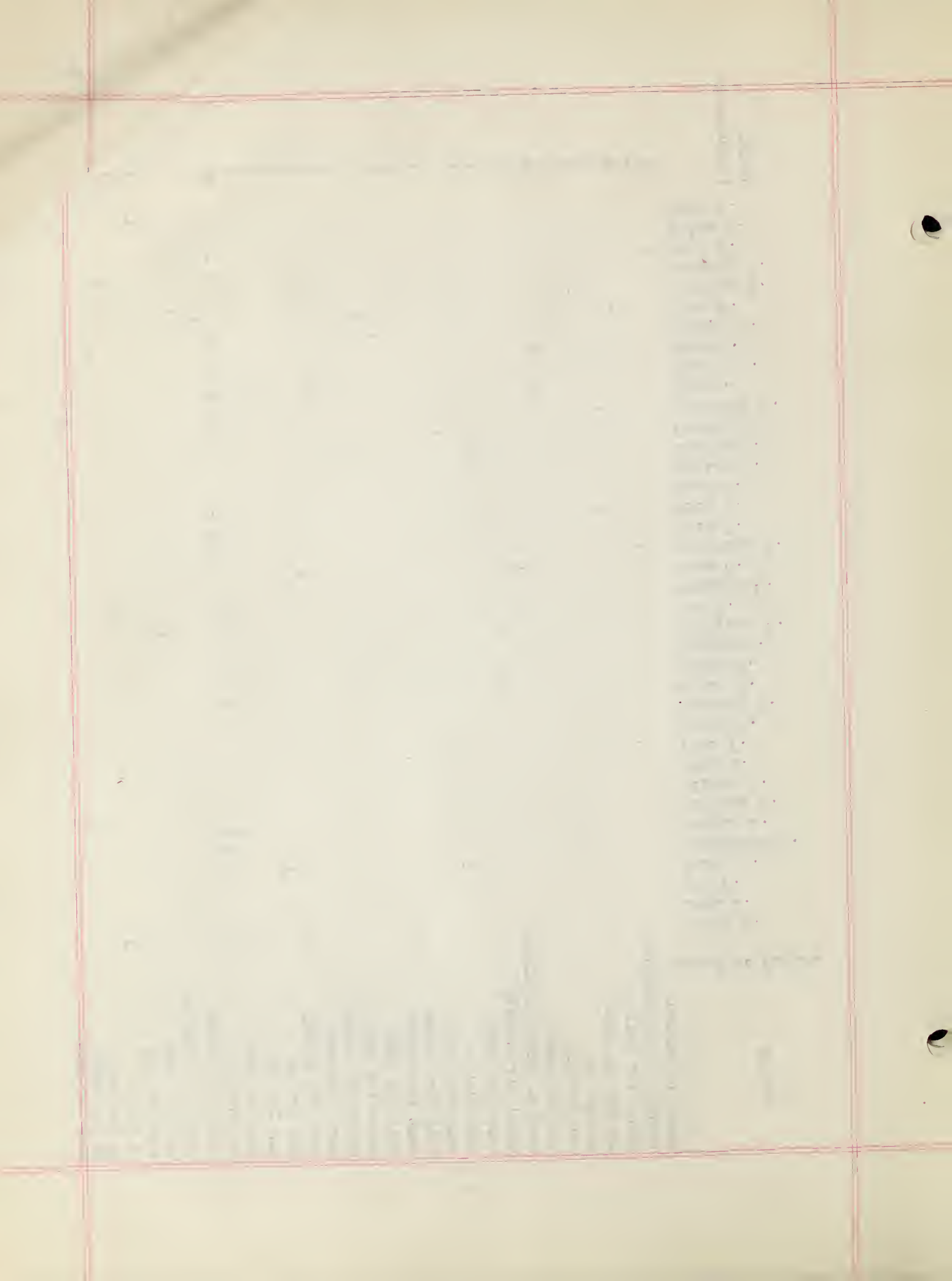
Errors	Names of Pupils		Total Frequencies															
Thoughtfully for																		
thoughtful																		
thoughts for thought																		
through for throw																		
tide for tied																		
times for time																		
tine for time																		
to for as																		
to for for																		
to for in																		
to for into																		
to for of																		
to for too																		
to for two																		
to for with																		
to go for going																		
to thank for																		
thank																		
told for asked																		
too for to																		
too for two																		
took for got																		
took for put																		
touch for touched																		
tree for trees																		
tried for did																		
true for truth																		
trustful for trusted																		
try for tried																		
try for trying																		







Errors	Names of Pupils																				Total Frequencies
turn for turned																					1
unselfish for selfish																					1
until for while																					1
up for in, into																					1
us for me																					4
use for us																					2
use for used																					1
used to like for liked																					4
usual for usually																					1
very for every																					2
very for so																					1
wake for walk																					1
walk for walked																					1
want for wanted																					2
want for went																					1
wants for want																					1
wants for wanted																					1
ware for wear																					2
warm for warmly																					1
was for am																					1
was for is																					2
was for went																					1
was for were																					28
wash for washed																					2
water for watered																					1
way for wear																					1
ways for way																					1
we for I																					1
we for they																					1
we for were																					1
weak for weak																					1



Errors	Names of Pupils		Total Frequencies
wear. for wears	Sybil F.	1	1
week for weak	Lena C.	1	1
week for weeks	Eva F.	1	1
well for much	Nancy P.	1	1
went for came	Elizabeth Y.	1	1
went for when	Elizabeth B.	1	1
were for looked	Eugenia Z.	1	1
were for was	Esther W.	1	1
were for wear	Rose H.	1	1
were for went	Vida F.	1	1
were for where	Celia S.	1	1
what for how	Lillian N.	1	1
what for that	Hilda M.	5	5
what for was	Annie S.	1	1
what for which	Esther E.	1	1
what for why	Gertrude F.	1	1
when for then	Ida M.	1	1
when for where	Annette F.	1	1
where for wear	Jane S.	1	1
which for while	Gertrude R.	1	1
which for whose	Ruth G.	1	1
which for wish	Rose I.	1	1
which for witch	Rose L.	1	1
while for when	Bertha O.	2	2
who for how	Mollie O.	1	1
who for whom	Fannie P.	1	1
whole for hole	Gertrude B.	1	1
why for that	Eva P.	1	1
will for would	Stella G.	1	1
	Rose R.	1	1
	Evelyn O.	1	1
	Edna C.	1	1
	Bernice H.	1	1
	Dorothy S.	1	1
	Etta W.	1	1
	Alice K.	1	1
	Ruth G.	1	1
			10

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Names of Pupils

Errors

Names of Pupils	Errors	Total Frequencies
Sybil T.	winds for wind	2
Lena C.	wise for wiser	1
Eva F.	wish for hope	1
Nancy P.	witch for which	3
Elizabeth Y.	witch for witches	1
Esther B.	with for in	1
Eugenie Z.	with for on	1
Esther W.	wonderfullest for	1
Esther B.	most wonderful	1
Esther Z.	work for worked	1
Eugenie Z.	works for work	2
Esther W.	worlds for world	1
Rose H.	worm for worms	1
Esther W.	worst for worse	1
Eugenie Z.	would for could	1
Esther W.	would for did	1
Eugenie Z.	would for should	1
Esther W.	would for will	1
Eugenie Z.	wouldn't for won't	1
Esther W.	wound for want	1
Eugenie Z.	yesterday night for	2
Esther W.	last night	2
Eugenie Z.	you for me	1
Esther W.	you for they	1
Eugenie Z.	you for us	1
Esther W.	you for your	2
Eugenie Z.	your for their	1
Esther W.	your for you are	1
Eugenie Z.	your for yours	1





## Frequency Summary of Table III by Pupils

Names of Pupils	Total Errors
Sybil T. ....	11
Lena C. ....	13
Eva F. ....	12
Nancy P. ....	15
Elizabeth Y. ....	24
Esther B. ....	22
Eugenia Z. ....	26
Esther W. ....	23
Rose H. ....	23
Vida F. ....	29
Celia S. ....	39
Lillian N. ....	30
Hilda M. ....	31
Annie S. ....	39
Esther E. ....	26
Gertrude F. ....	31
Ida M. ....	28
Annette F. ....	33
Jane S. ....	35
Gertrude R. ....	33
Ruth G. ....	34
Rose I. ....	38
Rose L. ....	41
Bertha O. ....	54
Mollie O. ....	45
Fannie P. ....	48
Gertrude B. ....	44
Eva P. ....	49
Stella G. ....	50
Rose R. ....	54
Evelyn O. ....	62
Edna C. ....	50
Bernice H. ....	56
Dorothy S. ....	70
Etta W. ....	68
Alice K. ....	64
Ruth G. ....	92

Grand Total Frequencies

1,433



pupil, Hilda M., the one being the use of give for gave. While this failure of duplication as between Frances E. and Hilda M. is a little unusual, yet there is very great variation among the children. Most of them belong to the same race, are approximately the same age, and come from the same general environment. Evidently one of the first tasks of the teacher, therefore, is to recognize the differing needs of her children in the matter of corrective work in language.

Table IV is similar to Table I shown on pages 7-8 and shows for the year 1924-1925 the specific mistakes made by the forty-four children in grade six. These mistakes are arranged in Table IV to show their occurrence in connection with story A in September, story B in January and story C in May. The totals at the bottom indicate that in September the class made five hundred fourteen errors, in January four hundred sixty-five errors and in May three hundred twenty-five errors. The average number of errors per pupil in September was eleven and seven-tenths, in January ten and six-tenths, and in May seven and seven-tenths. The results show good progress, but do not show complete elimination of errors. The totals at the right in Table IV call to the attention of the teacher the errors which stand highest and, therefore, are most in need of attention. It is to be noticed that the two highest errors last year (1923-1924) were second and third in the list this year (1924-1925). It may be noted also that the first in the list this year was third in the list last year.

Table V is a frequency table covering the number of errors per pupil for the forty-four children of grade six taking the language error test during the year 1924-1925. The range happens to be the

(continued on page 39)



Table IV

Errors of the three tests of Form I of the Wilson Language Error Tests and the errors made by the sixth grade pupils on stories A, B, and C in September, January and May respectively, 1924-1925, by forty-four pupils.

Errors of Stories A, B, C - Form I	Story A September	Story B January	Story C May	Totals
to for at	9			9
are for our	22	18	3	43
feller for fellow	41			41
me for I	9		14	23
I and Dorothy for Dorothy and I	12			12
taken for took	10			10
especial for especially	38			38
saw for seen	5	14		19
so's,soas for so that,so	5		2	7
John he for John	5	8		13
too for two	19		4	23
couldn't hardly for could hardly	13			13
did for done	30	22		52
sure for surely	38			38
real for really, very	36			36
ain't,hain't for haven't, etc.	17	16	50	83
got for <del>got</del> (omit)	15	10		25
no, none for any	10	17		27
comes for come	15			15
give for gave	18	14	8	40
to for too	39	43		82
was,if I was for were,if I were	60		11	71
seen for saw	10	6		16
et for ate	8	8		16
them for the, those	6		11	17
couldn't eat no, for could eat no,etc.	21			21
hopes for hope	3			3
awful for very		21	8	29
once't for once		11		11
ask for asked		15		15
learn for teach		21		21
cetch for catch		9		9
is for are		23		23
done for did		13	9	22
sit for set		8		8
hissself for himself		16		16
good for well		41		41
git for get		5	4	9
and went for to go, etc.		39		39
can't never for can never, etc.		14		14



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 DIVISION OF THE PHYSICAL SCIENCES  
 DEPARTMENT OF CHEMISTRY



Errors of Stories A, B, C - Form I	Story A	Story B	Story C	Totals
him for he		36	39	75
begun for began		6		6
came for come		11		11
teacher she for teacher			0	0
a for an			16	16
had went for had gone			10	10
the for they			3	3
run for ran			4	4
never for ever			2	2
can for may			26	26
up for up			23	23
hadn't no for hadn't any, etc.			17	17
leave for let			34	34
I and William for William and I			5	5
there for their			21	21
lots of for many			1	1
Totals	514	465	325	1,304

44 pupils - average age 9 to 12

Average mistakes per pupil Story A	11.7
Average mistakes per pupil Story B	10.6
Average mistakes per pupil Story C	7.7



Table V

## Wilson Language Error Test 1924-1925

## Individual Mistakes

	11 errors	- 1 pupil
	16 "	- 2 "
	17 "	- 1 "
	18 "	- 1 "
	19 "	- 1 "
	20 "	- 5 "
	21 "	- 4 "
	22 "	- 3 "
(median 24)	23 "	- 4 "
	25 "	- 4 "
	26 "	- 3 "
	27 "	- 3 "
	28 "	- 1 "
	29 "	- 2 "
	30 "	- 2 "
	31 "	- 1 "
	32 "	- 3 "
	34 "	- 2 "
	36 "	- 1 "

Total 44 pupils



same as the previous year. (See Table II) One pupil made eleven mistakes and one pupil made thirty-six mistakes. The median number of mistakes was one more than in the previous year, namely, twenty-four instead of twenty-three.

While Table V shows in a general way the difference among the children with regard to the number of errors made, Table VII shows the specific errors attaching to each of the forty-four children in grade six during the year 1924-1925, as revealed by written compositions. Here again there is considerable variation indicating that the teaching task involves much specific work with individuals. In no case, however, is the list exceedingly long. (See Table VII, page 42 and Chapter IV.)

The approach to the corrective work in language usage through a standardized test has certain advantages. The fact that another comparable test is coming may be used as a basis for motivation. The comparable test makes it possible also to measure progress and this fact provides additional motivation. The number of errors involved is small and since in the particular test used the errors are the ones that stand highest in frequency throughout the country, they are doubtlessly the errors which need first attention. The errors which any child corrects promptly drop out so far as that child is concerned. The result, therefore, is to direct the work of the class toward the most common errors and specifically to direct the work of each individual toward his own needs. When well-managed by the teacher, the step from noting errors on a standardized test to noting errors in written composition is a simple one and not unacceptable to the children. This part of the story is continued in Chapter IV.

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CHAPTER IV  
REDUCTION OF ERRORS AS SHOWN IN WRITTEN COMPOSITION  
WORK THROUGHOUT THE YEAR

The class was introduced to the problem of correcting its language usage errors through standardized tests as indicated in the last chapter. By the second month of school the children were thoroughly conscious of their problem and were interested in trying themselves out in composition work. The general plan was to have about one composition per week. The average length was one or two pages or three paragraphs.

Following the writing of a composition, the class was interested in taking time to know the specific errors of each child. These errors were kept carefully by the child and a record was made by the teacher for reference in helping the individual children. Table VI is a frequency table showing the number of pupils having errors in composition work during the year 1922-1923. This Table is a frequency summary for that year. The number of errors per pupil runs from seven to twenty-three. One pupil had seven errors and one pupil had twenty-three. The median for the forty-four pupils was fourteen. While the largest number of errors for any one pupil was twenty-three, the total list of eight hundred five errors is quite extensive. A list is given arranged in order of frequency in Table VII. The total number of separate errors shown in the table is three hundred seventy-seven.



Table VI

## Written Compositions 1922-1923

## Individual Errors

	7 errors	-	1 pupil
	8 "	-	2 "
	9 "	-	1 "
	10 "	-	4 "
	11 "	-	1 "
	12 "	-	3 "
	13 "	-	6 "
(median)	14 "	-	5 "
	15 "	-	2 "
	16 "	-	4 "
	17 "	-	3 "
	18 "	-	4 "
	19 "	-	3 "
	20 "	-	2 "
	21 "	-	2 "
	23 "	-	1 "
	Total		44 pupils

TABLE I

Summary of the results of the experiments

TABLE I

Run	Time	Temp.	Pressure	Yield
1	10	100	100	100
2	10	100	100	100
3	10	100	100	100
4	10	100	100	100
5	10	100	100	100
6	10	100	100	100
7	10	100	100	100
8	10	100	100	100
9	10	100	100	100
10	10	100	100	100
11	10	100	100	100
12	10	100	100	100
13	10	100	100	100
14	10	100	100	100
15	10	100	100	100
16	10	100	100	100
17	10	100	100	100
18	10	100	100	100
19	10	100	100	100
20	10	100	100	100
21	10	100	100	100
22	10	100	100	100
23	10	100	100	100
24	10	100	100	100
25	10	100	100	100
26	10	100	100	100
27	10	100	100	100
28	10	100	100	100
29	10	100	100	100
30	10	100	100	100
31	10	100	100	100
32	10	100	100	100
33	10	100	100	100
34	10	100	100	100
35	10	100	100	100
36	10	100	100	100
37	10	100	100	100
38	10	100	100	100
39	10	100	100	100
40	10	100	100	100
41	10	100	100	100
42	10	100	100	100
43	10	100	100	100
44	10	100	100	100
45	10	100	100	100
46	10	100	100	100
47	10	100	100	100
48	10	100	100	100
49	10	100	100	100
50	10	100	100	100
51	10	100	100	100
52	10	100	100	100
53	10	100	100	100
54	10	100	100	100
55	10	100	100	100
56	10	100	100	100
57	10	100	100	100
58	10	100	100	100
59	10	100	100	100
60	10	100	100	100
61	10	100	100	100
62	10	100	100	100
63	10	100	100	100
64	10	100	100	100
65	10	100	100	100
66	10	100	100	100
67	10	100	100	100
68	10	100	100	100
69	10	100	100	100
70	10	100	100	100
71	10	100	100	100
72	10	100	100	100
73	10	100	100	100
74	10	100	100	100
75	10	100	100	100
76	10	100	100	100
77	10	100	100	100
78	10	100	100	100
79	10	100	100	100
80	10	100	100	100
81	10	100	100	100
82	10	100	100	100
83	10	100	100	100
84	10	100	100	100
85	10	100	100	100
86	10	100	100	100
87	10	100	100	100
88	10	100	100	100
89	10	100	100	100
90	10	100	100	100
91	10	100	100	100
92	10	100	100	100
93	10	100	100	100
94	10	100	100	100
95	10	100	100	100
96	10	100	100	100
97	10	100	100	100
98	10	100	100	100
99	10	100	100	100
100	10	100	100	100

Table VII

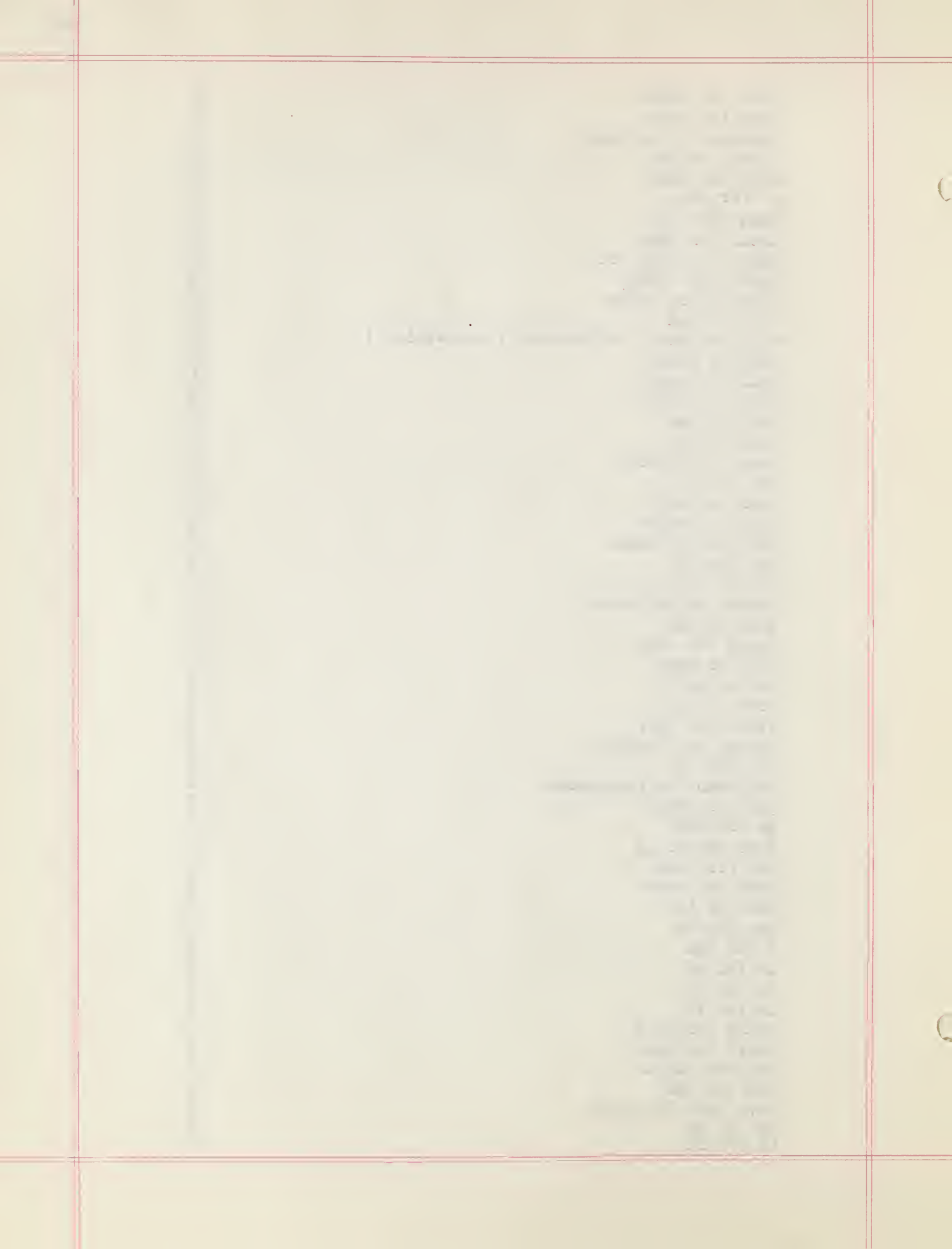
## List of Errors in Written Work in Order of Frequency 1922-1923

to, two, too	32
there for their	26
in for into	22
is for are	20
of for off	16
thing for things	14
are for is	13
then for than	12
do for did	11
it for them	11
love for like	10
saw for see	10
the for they (the - they 9; the - thy 1)	10
a for an	9
day for days	8
lay for lie	8
was for were	8
a lot of for much, many	7
see for saw	7
to for for	6
brought for took	5
by for buy	5
can for could	5
good for well	5
man for men	5
thing for think	5
things for thing	5
want for wanted	5
bring for take	4
mans for men	4
in for to	4
like for as	4
most for almost	4
nice for good	4
on for in	4
patriot for patriotic	4
right for write	4
take for took	4
their for there	4
went for go	4
your for our	4
a for and	3
are for our	3
ask for asked	3
became for came	3
do for does	3
done for did	3





door for doors	3
dose for does	3
instant for instance	3
layed for lay	3
much for many	3
of for have	3
that for who	3
their for they	3
there for they are	3
think for thing	3
through for throw	3
to for with	3
vain for vein (vain-vein 2; vein-vain 1)	3
who for whom	3
whole for hole	3
will for would	3
win for won	3
with for of	3
woman for women	3
and for an	2
bear for bare	2
big for large	2
brought for taken	2
buy for by	2
car for care	2
cloths for clothes	2
come for go	2
comes for come	2
did for done	2
do for give	2
down for in	2
every for very	2
flower for flowers	2
for for of	2
frighten for frightened	2
get for gets	2
go for went	2
gone for going	2
has for have	2
hear for here	2
his for is	2
how for as	2
I for the	2
in for of	2
in for on	2
is for it	2
kinds for kind	2
learn for teach	2
may for might	2
men for man	2
most best for good	2
my for me	2
at for in	2



no for know	2
of for from	2
of for to	2
off of for off	2
on for one	2
our for my	2
past for passed	2
prettiest for pretty	2
quite for quiet	2
ran for run	2
run for ran	2
sent for send	2
should for would	2
stands for stood	2
steel for steal	2
take for takes	2
taking for taken	2
talked for talk	2
them for it	2
there for they	2
they for them	2
through for threw	2
tired for tied	2
up for at	2
very for every	2
washed for wash	2
we for you	2
which for who	2
why for that	2
winds for wind	2
wood for would	2
you for I	2
you for we	2
your for you are	2
a for are	1
a for the	1
a horse he for a horse	1
alone for along	1
alway for always	1
America for American	1
an for am	1
an for and	1
at for to	1
are for am	1
are with for have	1
around for about	1
ask for tell	1
asked for asks	1
as well for besides	1
at for of	1
at for on	1
awake for wake	1

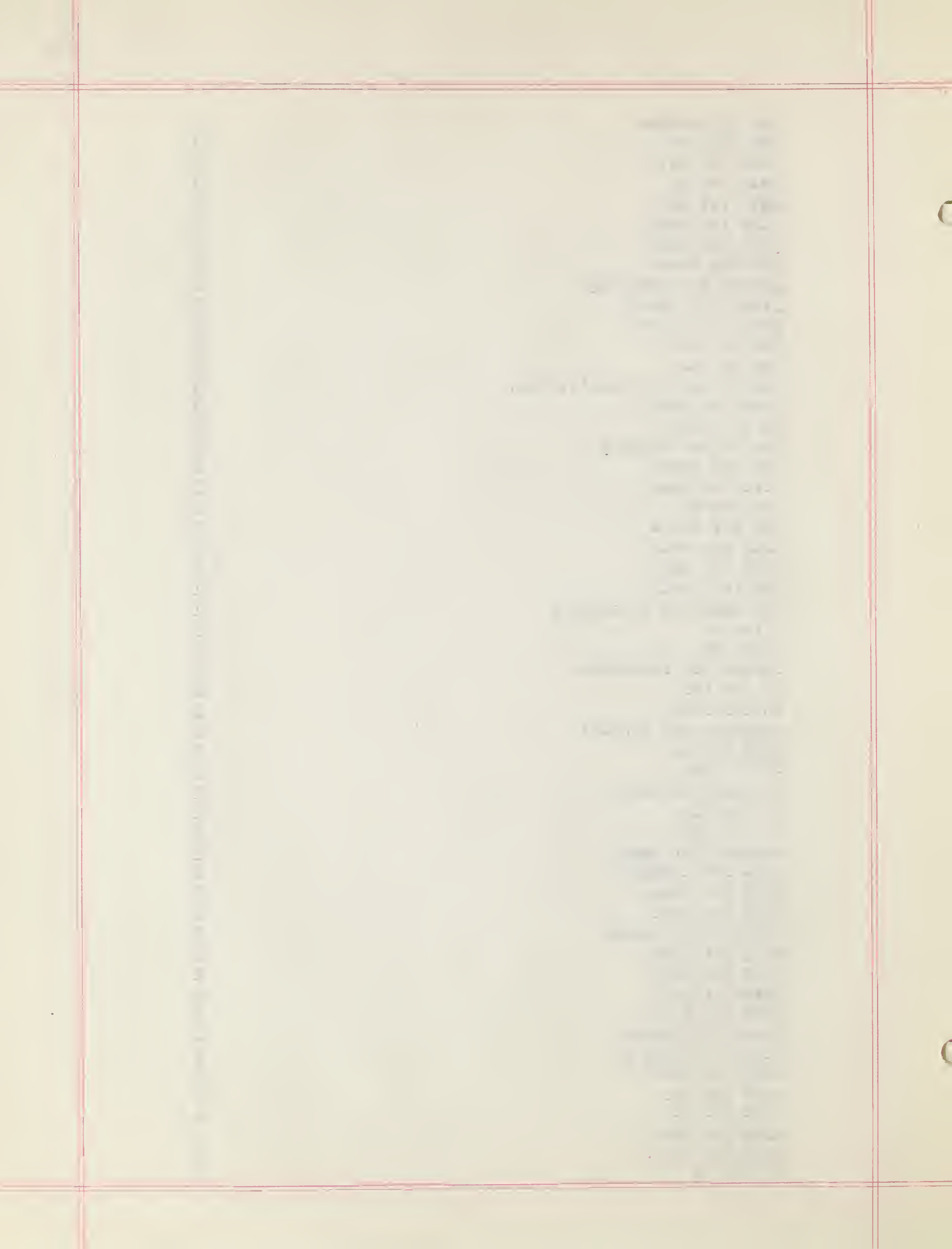


be for being	1
beautifuller for beautiful	1
became for turned	1
because for become	1
best for good	1
big for older	1
breathe for breath	1
bring for brings	1
bring for get	1
broke for broken	1
but for put	1
by for at	1
by for from	1
by for with	1
called for named	1
cane for can	1
careful for carefully	1
changing for change	1
cities for city	1
clever for cleverness	1
coaster for coast	1
color for colors	1
could for can	1
could for would	1
could of for could have	1
countries for country	1
death for dead	1
dies for died	1
do for doing	1
do for learn	1
dog for dogs	1
down for done	1
eat for food	1
education for educated	1
elder for older	1
enjoying for enjoyable	1
eve for evening	1
excuse for excused	1
farmers they for farmers	1
fell for feel	1
flour for flower	1
for for fore	1
fore for for	1
forth for fourth	1
four for for	1
freight for fright	1
from for for	1
from for of	1
from for to	1
full for fully	1
gardens for garden	1
get for be	1





get for become	1
get for got	1
gets for get	1
gets for is	1
git for get	1
give for make	1
give for show	1
got for went	1
greet for greetings	1
grown for grows	1
guide for guard	1
had for has	1
has for as	1
hasn't got for hasn't, etc.	1
have for had	1
he for they	1
health for healthy	1
her for hear	1
here for hear	1
him for he	1
his for he is	1
hole for hold	1
hope for hop	1
how for that	1
how much for as much as	1
I for in	1
I for me	1
import for important	1
in for for	1
in for from	1
instance for instant	1
into for in	1
is for was	1
is gone for goes	1
it for him	1
it for they	1
keeping for kept	1
kind for kindness	1
kind for kinds	1
kind for sort	1
kind of for rather	1
king for kind	1
know for now	1
laws for law	1
lead for led	1
leave for leaves	1
light for turn on	1
made for named	1
made for set	1
make for do	1
make for have	1
make for makes	1
me for we	1



meat for met	1
meet for met	1
middle for medium	1
mind for obey	1
month for months	1
mouth for month	1
my for our	1
my for the	1
neither for either	1
new for knew	1
nice for interesting	1
nice for neat	1
nice for pleasant	1
not for if not	1
obedience for obedient	1
obey for do	1
obeys for obey	1
of for are	1
off for of	1
on for against	1
on for down	1
on for from	1
one for on	1
one for once	1
or for for	1
or for nor	1
ought for had	1
our for are	1
pass for past	1
peace for piece	1
piece for peace	1
possible for possibly	1
pour for power	1
put for make	1
quick for quickly	1
quit for quite	1
rap for wrap	1
rip for ripe	1
rods for rod	1
sea for see	1
seasons for season	1
seat for sit	1
seen for saw	1
send for sent	1
shall for would	1
shame for ashamed	1
she for her	1
she for they	1
shinning for shining	1
show for shows	1
side of for beside	1
sign for signs	1



sinked for sunk	1
size for age	1
slay for sleigh	1
so for very	1
stay for stays	1
stays for stay	1
steam for stem	1
stood for stayed	1
stops for ends	1
strait for straight	1
take for have	1
take for talk	1
take with for take with me	1
taught for thought	1
teacher for teachers	1
teaches for teacher	1
than for then	1
that for them	1
that for they	1
that for which	1
the for a	1
the for my	1
the for that	1
the for them	1
the for there	1
them for these	1
they for she	1
they for their	1
thing for reason	1
thing for way	1
third for thirdly	1
though for thought	1
though for throw	1
threw for through	1
through for down	1
thy for our	1
thy for thine	1
time for times	1
to for into	1
to for there	1
told for asked	1
tract for track	1
true for truth	1
us for me	1
us for you	1
walk for walks	1
washing for washed	1
we for I	1
wear for were	1
went for came	1
were for was	1
were for where	1





what for that	1
what for why	1
when for then	1
where for were	1
whom for who	1
whose for who	1
why for way	1
with for and	1
women for woman	1
work for try	1
working for worked	1
would for could	1
would for will	1
wright for write	1
your for their	1
Total Frequency	805
Total number of separate errors	377



Summarizing, we are able to note, that for the forty-four children in grade six of the Wells School, Boston, in 1922-1923, the number of errors per child ranged from seven to twenty-three. The median was fourteen. The total number of different errors made by the forty-four children was three hundred seventy-seven. These three hundred seventy-seven errors with their repetition gave a total frequency of eight hundred five. Among these three hundred seventy-seven errors, the one standing at the top of the list was the confusion of to, too and two with a total frequency of thirty-two for the forty-four children. The next most frequent error was the use of there for their. Many of the errors occurred a single time. The frequency summary of Table VII is as follows:

244	errors	occurred	- 1	time
69	"	"	- 2	times
24	"	"	- 3	"
13	"	"	- 4	"
8	"	"	- 5	"
1	"	"	- 6	"
2	"	"	- 7	"
3	"	"	- 8	"
2	"	"	- 9	"
2	"	"	-10	"
1	"	"	-11	"
1	"	"	-12	"
1	"	"	-13	"
1	"	"	-14	"
1	"	"	-16	"
1	"	"	-20	"
1	"	"	-22	"
1	"	"	-26	"
1	"	"	-32	"

# THE HISTORY OF THE UNITED STATES

The history of the United States is a story of growth and change. It begins with the first settlers who came to the Americas in search of a new life. They found a land of opportunity, but also one of challenges. The early years were marked by conflict and struggle, but the spirit of the American people was one of resilience and determination. Over time, the United States grew from a small colony into a powerful nation, shaped by the ideals of liberty and justice for all. The story of the United States is a testament to the power of the human spirit and the ability of a people to overcome adversity and build a better future.



The composition study as reported for 1922-1923 was repeated in 1924-1925. The results reported in slightly different form are shown in Table VIII. This table shows, not only errors, but pupils. Thus it is possible to note for any pupil the specific errors made in composition work during the year. The frequency-by-pupil summary which follows this table shows that errors per pupil in composition work for 1924-1925 ranged from zero to fifty-seven with a median at 27.5 errors per pupil. (C.F. Table III page 12.)

Table IX is an error frequency summary of Table VIII. This summary re-emphasizes the fact that the number of errors for an individual child is not very great and that much specific work is needed. (See Table IX, page 75) Table IX shows that the number of errors per pupil ranges from nine to sixty-eight with a median of twenty-nine. This group, it will be remembered, did poorer in the work on the standardized tests than did the group for the previous year.

Table X gives a complete list of the errors made in written composition work during the year 1923-1924 by the thirty-seven pupils of the sixth grade. The total frequency of errors is 1,433. The most outstanding characteristic of this table is the large number of errors of one pupil frequency. There are three hundred sixty-six of such errors, that is, errors made by one pupil only.

The individual errors connected with the names of the children for the year 1923-1924 are not tabulated because of the amount of space which it would take. If the table were made, it would be similar to Table VIII and would show in common with Tables III, IV and VIII the varia-

(continued on page 89)





## Table VIII

The written errors in thirty-two compositions throughout the year for forty-four children of grade six, Wells School, Boston, 1924-1925. The alphabetical list of errors is shown at the left and the pupils' names are at the top arranged in order of increasing number of separate errors.

## Section 2

Continued from page 1. The first part of the paper discusses the importance of the study and the objectives of the research. The second part describes the methodology used in the study, including the data collection and analysis techniques. The third part presents the results of the study, and the fourth part discusses the conclusions and implications of the findings.





Errors	Names of Pupils		Frequencies	
appear for	Blanche K.	Rose S.	Helen F.	Celia G.
appeared	Sarah M.	Sophie E.	Santa D.	Eleanor P.
are for a	2	1	1	1
are for is	1	1	1	1
are for our	1	1	1	1
are for were	1	1	1	1
around for	1	1	1	1
about	1	1	1	1
around for on	1	1	1	1
as for us	1	1	1	1
as for when	1	1	1	1
as scared for	1	1	1	1
afraid	1	1	1	1
ask for asked	1	1	1	1
at for for	1	1	1	1
at for in	1	1	1	1
at for on	1	1	1	1
awaken for	1	1	1	1
awakened	1	1	1	1
away for way	1	1	1	1
awl for all	1	1	1	1
back for backed	1	1	1	1
bad for badly	1	1	1	1
ballot for ballet	1	1	1	1
bare for bear	1	1	1	1
bathe for bath	1	1	1	1
be for by	1	1	1	1
bear for bare	1	1	1	1
beast for beasts	1	1	1	1
beaten for beat	1	1	1	1

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Errors	Names of Pupils	Frequencies
car for care	Blanches K.	1
causes for	Rose S.	1
caused	Helen F.	1
chairs for	Celia G.	1
chair	Sarah M.	1
chaise for chase	Sophie E.	1
changed for	Santa D.	1
looked	Eleanor P.	1
charter for	Sarah L.	1
character	Edith Z.	1
cheek for check	Irene C.	1
clean for well	Fannie S.	1
climb for climbed	Louigia R.	1
clime for climb	Jeanette S.	1
close for clothes	Luigia R.	1
cloths for clothes	Eileen C.	1
coarse for course	Sarah L.	1
color for collar	Sarah L.	1
color for colors	Eleanor P.	1
come, comes for	Sarah L.	1
came	Edith Z.	1
come for go	Irene C.	1
comfort for	Fannie S.	1
comfortable	Louigia R.	1
convert for correct	Jeanette S.	1
could for can	Luigia R.	1
count for counted	Eileen C.	1
creamery for creamy	Sarah L.	1
creator for	Sarah L.	1
created	Eleanor P.	1



[illegible]





Errors	Names of Pupils	Frequencies
duty for duties	Blanche K.	1
earn for earned	Rose C.	1
eat for ate	Helen F.	1
eat for food	Celia G.	1
effect for affect	Sarah M.	1
eight for ate	Sophie E.	1
eight for eighth	Santa D.	1
elder for older	Eleanor P.	1
electric for	Sarah L.	1
electricity	Edith Z.	1
eleven for eleventh	Sileen C.	1
end for ended	Jeannette S.	1
ever for every	Luigina R.	1
every for ever	Fannie S.	1
exciting for excited	Irene C.	1
eye for eyes	Anna P.	1
fare for fore	Bella F.	1
farms for farmers	Goldie G.	1
farther for father	Mary S.	1
fashion for	Jennie W.	1
fashioned	Ida B.	1
fashionable for	Esther F.	1
fashionably	Rose Y.	1
feed for fed	Adele G.	1
fed for feed	Sarah D.	1
fell for fall	Mollie S.	1
fell for feel	Ida G.	1
fell for felt	Pauline B.	1
fight for fought	Rose R.	1
	Mollie T.	1
	Mary D.	1
	Frances W.	1
	Sophie C.	1
	Gemma R.	1
	Josephine S.	1
	Mildred P.	1
	Celia D.	1
	Rose M.	1
	Esther B.	1
	Rose S.	1
	Anna G.	1
	Evelyn L.	1
	Rose R.	1
	Ida G.	1
	Total	2

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Errors	Names of Pupils	2 Total Frequencies
his for is	Blanche K.	1
hold for put,	Rose S.	1
keep	Helen F.	1
hop for hope	Celia G.	1
how for as	Sarah M.	1
how for because	Sophie F.	1
hurled for hurt	Santa D.	1
I for he	Eleanor P.	1
I for in	Sarah L.	1
I for to	Edith Z.	1
ice for icy	Sarah C.	1
if for is	Fannie S.	1
if for would	Irene C.	1
in for an	Anna P.	1
in, into for as	Bella F.	1
in for at	Goldie G.	1
in for by	Mary S.	1
in for into	Jennie W.	1
in for of	Ida B.	1
in for on	Ida G.	1
in for to	Ida B.	1
interested for	Ida B.	1
interested	Ida B.	1
into for a	Ida B.	1
into for in	Ida B.	1
is for are	Ida B.	1
is for has	Ida B.	1
is for his	Ida B.	1
is for it	Ida B.	1
is for was	Ida B.	1

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Errors	Names of Pupils																									Frequencies
is for were																										1
it for at																										1
it for her																										1
it for them																										1
it for they																										1
its for their																										1
jump for jumped																										1
keeping for keeper																										1
kind for kindly																										1
kind for kinds																										1
kind of for rather																										1
king for kind																										1
know for no																										1
laid, layed for lay																										1
last for lasts																										1
latter for later																										1
lay for lie																										1
learn for get																										1
learn for learned																										1
learn for study																										1
learn for teach																										1
leave for leaf																										1
leave for let																										1
left for felt																										1
let for left																										1
let for put																										1
let for set																										1
lie for lay																										1
lighted for put																										1



Errors	Name for Pupils
lighting for	Blanche K.
lighted	Rose S.
like for as,	Helen F.
as if	Celia G.
like for liked	Sarah M.
lit for light	Sophie E.
lit for turned on	Santa D.
live for life	Eleanor P.
look for looked	Sarah L.
looks for looked	Edith Z.
loose for lose	Eileen C.
loss for lose	Jeanette S.
lost for loss	Lutgina R.
love for like	Fannie S.
loud for loudly	Irene C.
mad for made	Anna P.
made for had	Bella F.
magnificent for	Goldie G.
magnify	Mary S.
make for makes	Jennie W.
make for making	Ida B.
makes for make	Esther F.
man for men	Rose Y.
mane for name	Adele G.
mans for men	Sarah D.
many for much	Mollie S.
marry for married	Ida G.
me for I	Pauline B.
meet for met	Rose R.
men for man	Mollie T.
like for likes	Mary D.
	Frances W.
	Sophie C.
	Gemma R.
	Josephine S.
	Celia D.
	Rose M.
	Esther B.
	Rose S.
	Anna G.
	Evelyn L.
	Rose R.
	Ida G.
	Total
	Frequencies









Errors	Names of Pupils	Frequencies
on for at	Blanche K.	1
on for in	Rose S.	1
on for one	Helen F.	1
on for to	Celia G.	1
on for up	Sarah M.	1
one for on	Sophie E.	1
or for if	Santa D.	1
ore for o'er, over	Eleanor P.	1
others for other	Sarah L.	1
our for are	Edith Z.	1
our for or	Sarah L.	1
part for party	Eileen C.	1
pass for past	Fannie S.	1
past for passed	Irene C.	1
peace for piece	Anna P.	1
peal for peel	Bella F.	2
places for things	Goldie G.	2
plane for plain	Mary S.	1
polite for politely	Jennie W.	1
poor for poorly	Ida B.	1
power for powder	Esther F.	1
praised for praise	Rose Y.	1
prayer for pray	Adele G.	1
prays for prayers	Sarah D.	1
price for prize	Mollie S.	1
principle for principal	Ida G.	1
problem for proverb	Pauline B.	1
purred for purrs	Rose R.	1
queer for queerly	Mollie T.	1
quick for quickly	Mary D.	1
	Frances W.	1
	Sophie C.	1
	Gemma R.	2
	Josephine P.	2
	Celia D.	1
	Rose M.	1
	Esther B.	1
	Rose S.	1
	Anna G.	1
	Evelyn L.	1
	Rose R.	1
	Ida G.	1
	Total	4



Errors	Names of Pupils
quiet for quite	Blanche K.
quit for quiet	Rose S.
quite for quiet	Helen F.
raise for rise	Celia G.
ran for run	Sarah M.
real for really, very	Sophie E.
red for read	Santa D.
regular for regularly	Eleanor P.
repay for repent	Sarah L.
respect for respectful	Edith Z.
rests for rest	Fileen C.
return for turn	Jeanette S.
road for rode	Luingina R.
root for roots	Fannie S.
safety for safely	Irene C.
said for spoke	Anna P.
sailor for sailors	Bella F.
sat for sitting	Goldie G.
savings for save	Mary S.
say for speak	Jennie W.
says for said	Ida B.
scenery for scene	Esther F.
seat for sit	Rose Y.
see for sea	Adele G.
seem for seemed	Sarah D.
seemed for seems	Mollie S.
seen for saw	Ida G.
seen for seem	Pauline B.
self for selves	Rose R.

TABLE I		TABLE II	
RESULTS OF TREATMENT OF 100 CASES OF ACUTE AND CHRONIC GONORRHOEA		RESULTS OF TREATMENT OF 100 CASES OF ACUTE AND CHRONIC GONORRHOEA	
Case No.	Result	Case No.	Result
1	Healed	51	Healed
2	Healed	52	Healed
3	Healed	53	Healed
4	Healed	54	Healed
5	Healed	55	Healed
6	Healed	56	Healed
7	Healed	57	Healed
8	Healed	58	Healed
9	Healed	59	Healed
10	Healed	60	Healed
11	Healed	61	Healed
12	Healed	62	Healed
13	Healed	63	Healed
14	Healed	64	Healed
15	Healed	65	Healed
16	Healed	66	Healed
17	Healed	67	Healed
18	Healed	68	Healed
19	Healed	69	Healed
20	Healed	70	Healed
21	Healed	71	Healed
22	Healed	72	Healed
23	Healed	73	Healed
24	Healed	74	Healed
25	Healed	75	Healed
26	Healed	76	Healed
27	Healed	77	Healed
28	Healed	78	Healed
29	Healed	79	Healed
30	Healed	80	Healed
31	Healed	81	Healed
32	Healed	82	Healed
33	Healed	83	Healed
34	Healed	84	Healed
35	Healed	85	Healed
36	Healed	86	Healed
37	Healed	87	Healed
38	Healed	88	Healed
39	Healed	89	Healed
40	Healed	90	Healed
41	Healed	91	Healed
42	Healed	92	Healed
43	Healed	93	Healed
44	Healed	94	Healed
45	Healed	95	Healed
46	Healed	96	Healed
47	Healed	97	Healed
48	Healed	98	Healed
49	Healed	99	Healed
50	Healed	100	Healed



Errors	Names of Pupils	Frequencies
seller for cellar	Blanche K.	1
servants for	Rose C.	1
servant	Helen F.	1
seven for seventh	Celia G.	1
shall for should	Sarah M.	1
shall for would	Sophie E.	1
ship for ships	Santa D.	1
should for could	Eleanor P.	1
should for may	Sarah L.	1
should for would	Edith Z.	1
sides for side	Ellen C.	1
simple for simply	Jeanette S.	1
sit for set	Luitgina R.	1
site for cite	Fannie S.	1
six for sixth	Irene C.	1
size for sized	Anna P.	1
so for as	Bella F.	1
so for <del>se</del> (omit)	Goldie G.	1
so for very	Mary S.	2
soil for sail	Jennie W.	2
song for songs	Ida B.	1
sorrow for sorry	Ida B.	1
sorry for sorrow	Esther F.	1
sow for saw	Rose Y.	1
sow for sew	Adele G.	1
spent for spend	Sarah D.	1
sprain for sprained	Mollie S.	1
staid for stayed	Ida G.	1
stand for stood	Pauline B.	1
started for started	Rose R.	1
start for started	Mollie T.	1
	Mary D.	1
	Frances W.	1
	Sophie C.	1
	Gemma R.	1
	Josephine S.	1
	Mildred P.	1
	Celia D.	1
	Rose M.	1
	Esther B.	1
	Rose S.	1
	Anna G.	1
	Evelyn L.	1
	Rose R.	1
	Ida G.	1
	Total	2
	Frequencies	1



Errors	Names of Pupils	Frequencies
state for states	Blanche K.	1
stayed for stay	Rose S.	1
steel for steal	Helen F.	1
steel for still	Celia G.	1
stenograph for	Sarah M.	1
stenographer	Sophie E.	1
stocking for	Santa D.	1
stockings	Eleanor P.	1
stood for stayed	Sarah L.	1
stop for stopped	Edith Z.	1
stove for fire	Ellen C.	1
stove for oven	Jeannette S.	1
strait for straight	Lwigina R.	1
strip for stripe	Fannie S.	1
study for studied	Irene C.	1
stumble for stumbled	Anna F.	1
suite for suit	Bella F.	1
sung for sang	Goldie G.	1
sung for sing	Mary S.	1
take for takes	Jennie W.	1
take for taking	Ida B.	1
talk for say	Esther F.	1
teachers for teaches	Rose Y.	1
teaches for teachers	Adele G.	1
tell for tells	Sarah D.	1
tell for bill	Mollie S.	1
terrible for badly	Ida G.	1
than for from	Mollie S.	1
than for then	Sarah D.	1
thank for thanked	Ida G.	1
that for what	Pauline B.	1
	Rose R.	1
	Mollie T.	1
	Mary D.	1
	Frances W.	1
	Sophie C.	1
	Gemma R.	1
	Josephine S.	1
	Mildred P.	1
	Celia D.	1
	Rose M.	1
	Esther B.	1
	Rose S.	1
	Anna G.	1
	Evelyn L.	1
	Rose R.	1
	Ida G.	1
	Total	14



[illegible]





Errors	Names of Pupils
this for these	Blanche K.
though for	Rose S.
thought	Helen F.
thought for	Celia G.
taught	Sarah M.
through for throw	Sophie E.
throw for through	Eleanor P.
thy for the	Sarah L.
tight for tightly	Edith Z.
tin for thin	Elleen C.
time for time	Jeanette S.
to for as	Luitgina R.
to for at	Fannie S.
to for for	Irene C.
to for in	Anna P.
to for too	Bella F.
to for two	Mary S.
told for told	Jennie W.
too for to	Ida B.
too for two	Esther F.
tried for tired	Rose Y.
trouble for troubles	Adele G.
trough for trough	Sarah D.
truck for trunk	Mollie S.
true for truth	Ida G.
tumble for tumbled	Pauline B.
turn for turned	Rose R.
unless for until	Mollie T.
up for in, into	Mary D.
up for to	Frances W.



[illegible]

1. The first group of patients, consisting of 100 cases, was treated with the standard therapy of the time, which consisted of a combination of salicylates and codeine.

2. The second group, consisting of 100 cases, was treated with a combination of salicylates and morphine.

3. The third group, consisting of 100 cases, was treated with a combination of salicylates and heroin.

4. The fourth group, consisting of 100 cases, was treated with a combination of salicylates and pentobarbital.

5. The fifth group, consisting of 100 cases, was treated with a combination of salicylates and chloral hydrate.

6. The sixth group, consisting of 100 cases, was treated with a combination of salicylates and scopolamine.

7. The seventh group, consisting of 100 cases, was treated with a combination of salicylates and atropine.

8. The eighth group, consisting of 100 cases, was treated with a combination of salicylates and hyoscyamine.

9. The ninth group, consisting of 100 cases, was treated with a combination of salicylates and belladonna.

10. The tenth group, consisting of 100 cases, was treated with a combination of salicylates and opium.

11. The eleventh group, consisting of 100 cases, was treated with a combination of salicylates and camphor.

12. The twelfth group, consisting of 100 cases, was treated with a combination of salicylates and menthol.

13. The thirteenth group, consisting of 100 cases, was treated with a combination of salicylates and eucalyptol.

14. The fourteenth group, consisting of 100 cases, was treated with a combination of salicylates and peppermint oil.

15. The fifteenth group, consisting of 100 cases, was treated with a combination of salicylates and wintergreen oil.

16. The sixteenth group, consisting of 100 cases, was treated with a combination of salicylates and rosemary oil.

17. The seventeenth group, consisting of 100 cases, was treated with a combination of salicylates and lavender oil.

18. The eighteenth group, consisting of 100 cases, was treated with a combination of salicylates and geranium oil.

19. The nineteenth group, consisting of 100 cases, was treated with a combination of salicylates and ylang-ylang oil.

20. The twentieth group, consisting of 100 cases, was treated with a combination of salicylates and sandalwood oil.

21. The twenty-first group, consisting of 100 cases, was treated with a combination of salicylates and cedarwood oil.

22. The twenty-second group, consisting of 100 cases, was treated with a combination of salicylates and vetiver oil.

23. The twenty-third group, consisting of 100 cases, was treated with a combination of salicylates and patchouli oil.

24. The twenty-fourth group, consisting of 100 cases, was treated with a combination of salicylates and musk.

25. The twenty-fifth group, consisting of 100 cases, was treated with a combination of salicylates and amber.

26. The twenty-sixth group, consisting of 100 cases, was treated with a combination of salicylates and vanilla.

27. The twenty-seventh group, consisting of 100 cases, was treated with a combination of salicylates and cinnamon.

28. The twenty-eighth group, consisting of 100 cases, was treated with a combination of salicylates and nutmeg.

29. The twenty-ninth group, consisting of 100 cases, was treated with a combination of salicylates and cloves.

30. The thirtieth group, consisting of 100 cases, was treated with a combination of salicylates and allspice.







[illegible]



Names of Pupils	Total Errors
Blanche K. ....	0
Rose S. ....	7
Helen F. ....	12
Celia G. ....	11
Sarah M. ....	14
Sophie E. ....	16
Santa D. ....	16
Eleanor P. ....	18
Sarah L. ....	15
Edith Z. ....	19
Eileen C. ....	19
Jeannette S. ....	19
Luigina R. ....	20
Fannie S. ....	20
Irene C. ....	24
Anna P. ....	27
Bella F. ....	22
Goldie G. ....	26
Mary S. ....	25
Jennie W. ....	26
Ida B. ....	27
Esther F. ....	27 (median 27.5)
Rose Y. ....	28
Adele G. ....	31
Sarah D. ....	31
Mollie S. ....	30
Ida G. ....	32
Pauline B. ....	39
Rose R. ....	34
Mollie T. ....	34
Mary D. ....	35
Frances W. ....	36
Sophie C. ....	37
Gemma R. ....	39
Josephine S. ....	43
Mildred P. ....	40
Celia D. ....	41
Rose M. ....	44
Esther D. ....	47
Rose S. ....	60
Anna G. ....	44
Evelyn L. ....	46
Rose R. ....	57
Ida G. ....	57
Grand Total Frequencies	
1,295	

Summary of Table VIII Showing Frequency of Errors by Pupils

1888

1888

1888

1888

1888

Table IX

## Written Compositions 1923-1924

## Individual Mistakes

	9 errors	-	1 pupil
	11 "	-	1 "
	12 "	-	1 "
	15 "	-	1 "
	18 "	-	1 "
	19 "	-	1 "
	20 "	-	3 "
	23 "	-	1 "
	24 "	-	3 "
	25 "	-	3 "
	27 "	-	1 "
(median)	29 "	-	3 "
	30 "	-	1 "
	31 "	-	1 "
	34 "	-	1 "
	36 "	-	1 "
	37 "	-	2 "
	38 "	-	1 "
	40 "	-	1 "
	41 "	-	2 "
	44 "	-	2 "
	48 "	-	1 "
	51 "	-	1 "
	59 "	-	1 "
	60 "	-	1 "
	68 "	-	1 "





Table X

## List of Errors in Written Work in Order of Frequency 1923-1924

there for their	35
to for too	31
into for as	29
was for were	28
of for off	21
a for an	18
then for than	18
good for well	17
an for am	15
in for into	15
than for then	15
can for could	13
is for are	13
is for was	13
are for is	12
it for them	12
were for was	12
in for on	10
interesting for interested 8)	10
interested for interesting 2)	10
nice for good	10
on for in	10
will for would	10
ask for asked	9
self for selves	9
too for to	9
an for a	8
are for were	8
brought for took	8
come for came	8
dress for dressed	8
the for they	8
their for there	8
thing for things	8
done for did	7
thing for think	7
though for thought	7
bear for bare	6
by for buy	6
came for got	6
have for had	6
learn for teach	6
sew for saw	6
them for then	6
to for for	6
a lot of for much, many	5
cause for because	5
could for can	5



faithful for faithfully	5
fell for feel	5
notice for noticed	5
spoon for spoonful	5
that for whom	5
then for them	5
who for whom	5
always for always	4
bad for badly	4
bright for brightly	4
come for go	4
farther for father	4
from for of	4
go for going	4
has for had	4
hollow for hallow	4
hurt for hurt	4
in for to	4
into for in	4
is for his	4
lay for lie	4
like for as	4
look for looked	4
love for like	4
new for knew	4
quite for quiet	4
sow for sew	4
teach for teaches	4
thought for taught	4
up for in, into	4
use for used	4
a for the	3
an for and	3
berry for bury	3
by for from	3
cloths for clothes	3
day for days	3
down for in	3
ever for every	3
fill for <b>feel</b>	3
flower for flowers	3
friend for friends	3
has for as	3
help for helped	3
help for helps	3
helps for help	3
in for as	3
in for to, into	3
is for as	3
know for now	3
lesson for lessons	3
life for live	3



loyalty for loyal	3
may for might	3
mouth for month	3
on for at	3
patriotism for patriotic	3
peace for piece	3
problem for proverb	3
quick for quickly	3
save for saved	3
seem for seemed	3
should for would	3
soldier for soldiers	3
song for songs	3
stood for stayed	3
teacher for teachers	3
that for who	3
the for that	3
the for then	3
they for it	3
think for thing	3
thought for thoughts	3
to for into	3
to for two	3
what for that	3
when for then	3
where for wear	3
wish for hope	3
around for about	2
as for like	2
at for on	2
beated for beat	2
bee for be	2
besides for beside	2
big for large	2
board for boat	2
boy for boys	2
bring for take	2
by for in	2
did for had	2
died for die	2
do for make	2
down for into	2
draw for drawer	2
eat for food	2
fade for fades	2
finish for finished	2
four for for	2
frighten for frightened	2
get for got	2
give for gives	2
gone for going	2
got for got(omit)	2





hear for here	2
he for her	2
her for here	2
her for she	2
herd for heard	2
him for he	2
his for is	2
into, to for as	2
is for it	2
it for me	2
keep for kept	2
kind of for rather	2
kind for sort	2
king for kind	2
know for no	2
layed for lay	2
like for liked	2
look for looks	2
love for loved	2
mad for made	2
mans for men	2
may for many	2
me for I	2
mower for more	2
my for me	2
nest for nests	2
no for know	2
of for at	2
off for of	2
on for one	2
on for to	2
one for on	2
ought for had	2
past for passed	2
picture for pictures	2
ran for run	2
right for write	2
saves for saved	2
says for said	2
seen for seem	2
send for sent	2
shall for should	2
simple for simply	2
size for sized	2
smell for smelled, smelt	2
so as for so that, so	2
so for very	2
speech for speak	2
stocks for stockings	2
surprise for surprised	2
talk for speak	2
teaches for teachers	2



teachers for teaches	2
tell, tells for gives	2
them for it	2
them for the, those	2
then for when	2
there for they	2
they for them	2
thou for your	2
to for in	2
try for tried	2
us for me	2
usual for usually	2
want for wanted	2
ware for wear	2
was for is	2
wash for washed	2
well for much	2
went for came	2
were for wear	2
were for where	2
when for where	2
whole for hole	2
who for how	2
winds for wind	2
works for work	2
yesterday night for last night	2
you for me	2
you for your	2
a for in	1
accident for accidents	1
agin for again	1
all for many	1
all for whole	1
along for alone	1
am for was	1
appear for appears	1
are for our	1
arm for arms	1
as for has	1
as for so	1
as for us	1
asked for ask	1
as though for that	1
at for to	1
awl for all	1
be for am	1
beat for bit	1
beautifulest for most beautiful	1
becomes for turns	1
begins for began	1
being for begin	1



believe for believed	1
bell for bells	1
belong for belonged	1
bent for bend	1
better for more	1
bigger for larger	1
blew for blue	1
boiled for boil	1
boils for boiled	1
book for books	1
brave for bravely	1
breath for breathe	1
brought for carried	1
brother for brotherly	1
built for build	1
bumps for bumped	1
burn for burned	1
bury for buried	1
but for and	1
but for put	1
buy for by	1
call for called	1
came for come	1
came for went	1
can for may	1
cane for came	1
carried for carry	1
change for chance	1
change for changed	1
change for changes	1
cheek for check	1
comes for came	1
come for comes	1
comes for come	1
cost for costs	1
cream for creamed	1
danger for dangerous	1
days for day	1
dearly for dear	1
decide for decided	1
describe for described	1
description for describing	1
didn't want no for didn't want any, etc.	1
didn't want nobody for didn't want anybody	1
dies for died	1
do for doing	1
do for get	1
do for learn	1
do for obey	1
do for study	1
does for do	1





door for doors	1
dose for does	1
down for by	1
droops for droop	1
drop for dropped	1
early for earlier	1
eat for ate	1
eat for eats	1
education for educated	1
eight for eighth	1
enjoy for enjoyed	1
ever for never	1
eye for eyes	1
face for faces	1
fainted for fainter	1
fame for farm	1
fare for fair	1
fast for feast	1
father for farther	1
feather for feathers	1
feed for fed	1
fell for felt	1
figure for figures	1
find for found	1
flower for flour	1
flue for flew	1
for for in	1
for for of	1
for for on	1
for for to	1
form for formed	1
form for former	1
freezes for froze	1
fried for frying	1
friendly for friends	1
from for at	1
from for in	1
fruits for fruit	1
full for fall	1
full with for full of	1
fully for full	1
fun for funny	1
get for take	1
getting for was	1
girls for girl	1
give for giving	1
glass for glasses	1
go for went	1
goes for go	1
going for go	1
got for felt	1



got for have	1
got for was	1
grate for great	1
great for grate	1
grow for grown	1
grow for grows	1
hear for heard	1
he for it	1
here for hear	1
here for her	1
his for he	1
hold for get	1
honor for honored	1
hop for hope	1
hope for wish	1
house for houses	1
how for what	1
I and my chum for my chum and I	1
I for if	1
in for at	1
in for of	1
into for with	1
is for in	1
is for shows	1
is with for has	1
it for in	1
it for they	1
its for his	1
its for their	1
joyfully for joyful	1
jump for jumped	1
kind for kinds	1
kinds for sorts	1
knit for knitted	1
knitting for knit	1
know for knew	1
kindness for kind	1
lay for put	1
laid for laid	1
leader for leaders	1
learn for earn	1
learn for study	1
leave for leaf	1
leave for let	1
left for felt	1
lend for borrow	1
lesson for listen	1
let for left	1
let for put	1
lies for lie	1
life for lives	1



lighting for lightens	1
like for as if	1
like for likes	1
live for lived	1
log for logs	1
long for longer	1
loses for lost	1
lost for lose	1
made for had	1
made for set	1
made for take	1
makes for make	1
Mary she for Mary	1
me for myself	1
me for self	1
me for you	1
men for man	1
might for mighty	1
mist for midst	1
mite for might	1
mix for mixed	1
most for almost	1
my for made	1
my for our	1
my for the	1
nation for nations	1
neat for neatly	1
neither for either	1
nice for pretty	1
night for nights	1
no for any	1
not for no	1
now for know	1
now for then	1
of for about	1
of for for	1
of for from	1
of for have	1
of for on	1
of for or	1
on for for	1
on for over	1
one for once	1
opened for open	1
or for nor	1
order for offer	1
other for others	1
over for through	1
our for hour	1
out for to	1
out the for out of the	1
pat for patter	1





patriot for patriotic	1
pay for paid	1
people they for people	1
piece for peace	1
plain for plainly	1
play for played	1
play for playing	1
poet for poetry	1
present for presents	1
price for prize	1
put for turn	1
quiet for quite	1
quit for quite	1
rain for rainy	1
raining for rains	1
rap for wrap	1
reach for reached	1
receive for received	1
regard for regards	1
remain for remains	1
ring for rang	1
ripe for rip	1
rise for set	1
rode for road	1
rode for went	1
rose for rosy	1
ruler for rules	1
rung for rang	1
sailor for sailors	1
salary for celery	1
saluting for salute	1
satisfy for satisfied	1
sauce for saucer	1
say for tell	1
scenes for scene	1
school for schools	1
sell for sold	1
seem for see	1
sent for scent	1
shaked for shook	1
shame for ashamed	1
she for I	1
she for it	1
shine for shone	1
shoe for shoes	1
should for show	1
shown for shine	1
since for for	1
sing for sang	1
sink for sinks	1
sit for set	1
sixteen for sixteenth	1



slow for slowly	1
smile for smiled	1
so for as	1
somewheres for somewhere	1
sounds for sounded	1
sparrows for sparrow	1
speak for speaks	1
spend for spent	1
sport for sports	1
sport for support	1
spring for springs	1
steel for steal	1
stocking for stockings	1
stop for stopped	1
stove for fire	1
stove for oven	1
strait for straight	1
sure for surely	1
surge for serge	1
surprise for prize	1
sweat for sweet	1
take for bring	1
take for get	1
take for have	1
take for takes	1
take for took	1
talk for talked	1
taxies for taxi	1
thank for think	1
tell for ask	1
tell for told	1
that for as	1
that for this	1
the for a	1
the for there	1
the while for while	1
their for they	1
then for they	1
these for those	1
they for their	1
things for thing	1
think for hope	1
though for those	1
though for through	1
thought for though	1
thoughtfully for thoughtful	1
thoughts for thought	1
those for these	1
through for throw	1
tide for tied	1
times for time	1
tine for time	1



to for as	1
to for of	1
to for with	1
to go for going	1
to thank for thanking	1
told for asked	1
too for two	1
touch for touched	1
took for got	1
took for put	1
tree for trees	1
tried for did	1
true for truth	1
trustful for trusted	1
try for trying	1
turn for turned	1
unselfish for selfish	1
until for while	1
use for us	1
used to like for liked	1
very for so	1
very for every	1
wake for walk	1
walk for walked	1
want for went	1
wants for want	1
wants for wanted	1
warm for warmly	1
was for am	1
was for went	1
water for watered	1
way for wear	1
ways for way	1
we for I	1
we for they	1
we for were	1
weak for week	1
wear for wears	1
week for weak	1
week for weeks	1
went for when	1
were for looked	1
were for went	1
what for how	1
what for was	1
what for which	1
what for why	1
which for while	1
which for whose	1
which for wish	1
which for witch	1
while for when	1





why for that	1
wise for wiser	1
with for in	1
with for on	1
witch for which	1
witch for witches	1
wonderfulest for most wonderful	1
work for worked	1
worlds for world	1
worm for worms	1
worst for worse	1
would for could	1
would for did	1
would for should	1
would for will	1
wouldn't for won't	1
wound for want	1
you for they	1
you for us	1
your for their	1
your for you are	1
your for yours	1
Total	1,433
Separate Errors	569



tion of individuals in the matter of needed help in language usage. The variation of nine to sixty-eight errors is further emphasized by the large number of individual errors and the decided differences among individuals.

As originally compiled, these individual errors were spaced throughout the year of thirty-five weeks. The form in which they have been placed in Tables III, IV and VIII does not permit showing the occurrence of errors on a time basis. However, this is of sufficient emphasis to be set forth in greater detail. Therefore, in Table XI the time distribution of errors of Lillian N. are shown. Here are twenty-four separate errors with a total frequency of thirty.

Table XII again emphasizes individual differences. It shows that the number of errors per pupil in the year 1924-1925 composition study ranged from zero to forty-seven with a median of twenty-five. Here again the great variation among pupils is clearly indicated. One pupil came through the year without a single language error in written composition. The largest number of errors for any one pupil throughout the year was forty-seven.

Table XIII is similar to Tables VII and X and shows the list of errors made by the forty-four sixth grade children in the written composition work during the year 1924-1925. The total number of separate errors runs up to five hundred sixty-five. The frequency total of errors is 1,295. The outstanding feature of this table is, as in Tables VII and X, the large number of errors that are made by one pupil only, indicating that the problem of individual variation is one of the outstanding problems in the correction of language errors.



Lillian N.

Table XI  
Weekly Language Errors

Lillian N.	Weekly Language Errors																																			Frequency
Errors	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	
into for as						4																														
the for then	1						1																													
love for like					2																															
brought for took							2																													
were for went	1																																			
sent for scent	1																																			
fell for feel				1																																
is for are					1																															
danger for dangerous					1																															
father for farther					1																															
hurted for hurt						1																														
then for than							1																													
there for their							1																													
bad for badly							1																													
are for were								1																												
leave for leaf									1																											
bee for be										1																										
peace for piece											1																									
dear for dearly																	1																			
thing for things																		1																		
most for almost																				1																
has for had																					1															
it for they																								1												
to thank for thanking																												1								
Total by weeks	3		1	4	5	7			1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
Total Frequencies																																				30
Total separate mistakes																																				24





Table XII.

## Written Compositions 1924-1925

## Individual Mistakes

	0 errors	-	1 pupil
	7 "	-	1 "
	10 "	-	1 "
	11 "	-	1 "
	13 "	-	2 "
	14 "	-	2 "
	15 "	-	2 "
	16 "	-	1 "
	17 "	-	2 "
	19 "	-	3 "
	20 "	-	1 "
	21 "	-	1 "
	22 "	-	2 "
	24 "	-	1 "
(median)	25 "	-	4 "
	26 "	-	1 "
	27 "	-	1 "
	28 "	-	1 "
	29 "	-	2 "
	30 "	-	1 "
	31 "	-	1 "
	33 "	-	3 "
	34 "	-	3 "
	35 "	-	1 "
	38 "	-	1 "
	40 "	-	1 "
	41 "	-	1 "
	45 "	-	1 "
	47 "	-	1 "
	Total		44 pupils

# Table 1

Summary of the data for the first part of the study

Table 1 shows the results of the first part of the study. The data is presented in a table with 5 columns and 10 rows. The columns are labeled 'Group', 'Condition', 'Mean', 'SD', and 't-value'. The rows represent different groups and conditions.

Group	Condition	Mean	SD	t-value
1	1	1.00	0.00	0.00
1	2	1.00	0.00	0.00
1	3	1.00	0.00	0.00
1	4	1.00	0.00	0.00
1	5	1.00	0.00	0.00
1	6	1.00	0.00	0.00
1	7	1.00	0.00	0.00
1	8	1.00	0.00	0.00
1	9	1.00	0.00	0.00
1	10	1.00	0.00	0.00
2	1	1.00	0.00	0.00
2	2	1.00	0.00	0.00
2	3	1.00	0.00	0.00
2	4	1.00	0.00	0.00
2	5	1.00	0.00	0.00
2	6	1.00	0.00	0.00
2	7	1.00	0.00	0.00
2	8	1.00	0.00	0.00
2	9	1.00	0.00	0.00
2	10	1.00	0.00	0.00
3	1	1.00	0.00	0.00
3	2	1.00	0.00	0.00
3	3	1.00	0.00	0.00
3	4	1.00	0.00	0.00
3	5	1.00	0.00	0.00
3	6	1.00	0.00	0.00
3	7	1.00	0.00	0.00
3	8	1.00	0.00	0.00
3	9	1.00	0.00	0.00
3	10	1.00	0.00	0.00
4	1	1.00	0.00	0.00
4	2	1.00	0.00	0.00
4	3	1.00	0.00	0.00
4	4	1.00	0.00	0.00
4	5	1.00	0.00	0.00
4	6	1.00	0.00	0.00
4	7	1.00	0.00	0.00
4	8	1.00	0.00	0.00
4	9	1.00	0.00	0.00
4	10	1.00	0.00	0.00
5	1	1.00	0.00	0.00
5	2	1.00	0.00	0.00
5	3	1.00	0.00	0.00
5	4	1.00	0.00	0.00
5	5	1.00	0.00	0.00
5	6	1.00	0.00	0.00
5	7	1.00	0.00	0.00
5	8	1.00	0.00	0.00
5	9	1.00	0.00	0.00
5	10	1.00	0.00	0.00

Table XIII

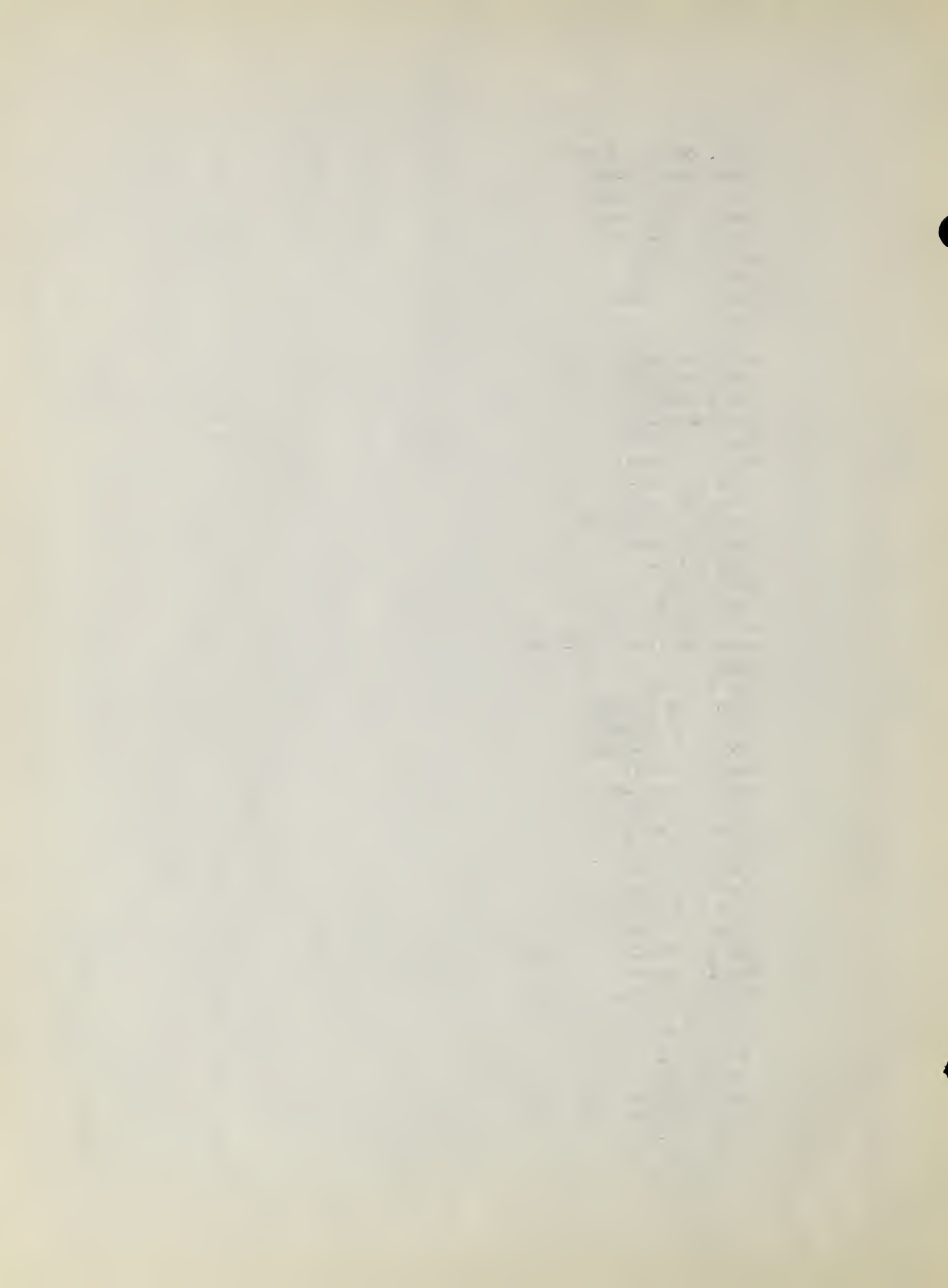
## List of Errors in Written Work in Order of Frequency

1924-1925

there for their	45
in, into for as	31
then for than	27
was for were	25
is for are	21
laid, layed for lay	18
of for off	17
are for is	15
to for too	15
a for an	14
than for then	14
good for well	13
is for was	12
to for two	12
like for as, as if	11
a lot of for much, many	10
their for there	10
will for would	10
thing for think	9
brought for took	8
came for went	8
clime for climb	8
interesting for interested	8
men for man	8
quite for quiet	8
up for in, into	8
up for <del>up</del> (omit)	8
his for is	7
in for on	7
learn for teach	7
they for there	7
though for thought	7
were for was	7
your for you are	7
bear for bare	6
different for differently	6
it for they	6
kind of for rather	6
no for any	6
so for very	6
was for is	6
cloths for clothes	5



come, comes for came	5
dress for dressed	5
during for doing	5
fashion for fashioned	5
in for into	5
is for his	5
love for like	5
seem for seemed	5
to for as	5
too for to	5
too for two	5
went for came	5
and for an	4
are for our	4
ask for asked	4
big for large	4
dose for does	4
ever for every	4
farther for father	4
hear for here	4
know for no	4
on for in	4
seen for saw	4
so for as	4
stocking for stockings	4
than for from	4
the for they	4
thing for things	4
think for thing	4
<b>trough</b> for through	4
use for used	4
want for wanted	4
were for where	4
were for wore	4
where for wear	4
who for whom	4
whole for hole	4
will for while	4
witch for which	4
all for whole	3
are for were	3
ballot for ballet	3
bring for take	3
build for built	3
by for buy	3
can for could	3
close for clothes	3
fell for feel	3
have for had	3
in for to	3
into for in	3





it for them	3
lay for lie	3
look for looked	3
loose for lose	3
makes for make	3
man for men	3
new for knew	3
notice for noticed	3
on for up	3
quit for quiet	3
road for rode	3
self for selves	3
simple for simply	3
start for started	3
stenograph for stenographer	3
stop for stopped	3
that for who	3
these for this	3
thought for taught	3
to for for	3
walk for walked	3
was for went	3
what for that	3
wish for hope	3
would for will	3
youse for you	3
a for as	2
am for was	2
an for a	2
an for and	2
an for any	2
appear for appeared	2
as for when	2
back for backed	2
bad for badly	2
beautiful for beautifully	2
boy for boys	2
discover for discovered	2
done for did	2
duty for duties	2
eat for ate	2
farms for farmers	2
found for find	2
frighten for frightened	2
from for of	2
full for fully	2
give for gave	2
give for giving	2
go for come	2
go for went	2
grower for growing	2



happen for happened	2
hear for smell	2
here for there	2
his for has	2
hold for put, keep	2
hop for hope	2
how for because	2
hurt for hurt	2
keeping for keeper	2
kind for kindly	2
leave for let	2
like for liked	2
make for makes	2
many for much	2
mite for might	2
most for more	2
nice for well	2
obedience for obedient	2
of for all	2
of for in	2
of for to	2
on for to	2
one for on	2
or for if	2
part for party	2
past for passed	2
peace for piece	2
polite for politely	2
ran for run	2
scenery for scene	2
servants for servant	2
should for would	2
size for sized	2
so for <del>so</del> (omit)	2
sorry for sorrow	2
staid for stayed	2
stared for started	2
stumble for stumbled	2
suite for suit	2
sung for sang	2
there for they are	2
they for their	2
they for them	2
tried for tired	2
up for to	2
warm for warmly	2
wear for wears	2
well for good	2
wind for windows	2
with for in	2
work for worked	2
you for your	2



your for our	2
a for and	1
a for at	1
a for I	1
a for to	1
acts for acted	1
advertise for advertised	1
affect for affects	1
after for afternoon	1
ain't, hain't for haven't, etc.	1
along for in	1
alway for always	1
an for on	1
animals for animal	1
apartment for department	1
are for a	1
around for about	1
around for on	1
as for us	1
ascared for afraid	1
at for for	1
at for in	1
at for on	1
awaken for awakened	1
away for way	1
awl for all	1
bare for bear	1
bathe for bath	1
be for by	1
beast for beasts	1
beaten for beat	1
bee for be	1
been for be	1
become for turned	1
begin for began	1
begins for began	1
begins for begin	1
believed for believe	1
bend for bends	1
berry for bury	1
bile for boil	1
boys for boy	1
blowed for blow	1
brought for carried	1
but for and	1
but for put	1
buy for by	1
by for from	1
call for called	1
cane for came	1





car for care	1
causes for caused	1
chairs for chair	1
chaise for chase	1
changed for looked	1
charter for character	1
cheek for check	1
clean for well	1
climb for climbed	1
coarse for course	1
color for collar	1
color for colors	1
come for go	1
comfort for comfortable	1
convert for correct	1
could for can	1
count for counted	1
creamery for creamy	1
creator for created	1
crying for cry	1
curios for curious	1
dangerous for dangers	1
deal for many	1
decide for decided	1
deer for dear	1
delicate for delicious	1
descent for decent	1
describe for description	1
dirt for dirty	1
dish for dishes	1
do for obey	1
down for in	1
drawing for draw	1
dream for dreamed	1
dress for dresses	1
drop for drops	1
earn for earned	1
eat for food	1
effect for affect	1
eight for ate	1
eight for eighth	1
elder for older	1
electric for electricity	1
eleven for eleventh	1
end for ended	1
every for ever	1
exciting for excited	1
eye for eyes	1
fare for fore	1
fashionable for fashionably	1
fed for feed	1



feed for fed	1
fell for fall	1
fell for felt	1
fight for fought	1
fighted for fought	1
find for found	1
flue for flew	1
for for of	1
for for to	1
forgot for forgotten	1
forth for fourth	1
friend for friends	1
friends for friend	1
from for before	1
from for for	1
froze for frozen	1
fry for frying	1
full for filled	1
gap for <del>gap</del>	1
gave for give	1
get for gets	1
gives for give	1
got for grew	1
grows for grow	1
guest for guests	1
had for as	1
had for has	1
had for have	1
has for had	1
has for have	1
hatch for hatchet	1
he for they	1
heared for heard	1
help for helped	1
help for helps	1
her for he	1
her for here	1
her for she	1
here for hear	1
hid for hide	1
hide for hid	1
him for it	1
his for he is	1
how for as	1
I for he	1
I for in	1
I for to	1
ice for icy	1
if for is	1
if for would	1
in for and	1



in for at	1
in for by	1
in for of	1
into for a	1
is for has	1
is for it	1
is for were	1
it for at	1
it for her	1
its for their	1
jump for jumped	1
kind for kinds	1
king for kind	1
last for lasts	1
latter for later	1
learn for get	1
learn for learned	1
learn for study	1
leave for leaf	1
left for felt	1
let for left	1
let for put	1
let for set	1
lie for lay	1
lighted for put	1
lighting for lighted	1
like for likes	1
lit for light	1
lit for turned on	1
live for life	1
looks for looked	1
loss for lose	1
lost for loss	1
loud for loudly	1
mad for made	1
made for had	1
magnificent for magnify	1
made for making	1
mane for name	1
mans for men	1
marry for married	1
me for I	1
meet for met	1
mens for men	1
mine for my	1
most for almost	1
mouses for mice	1
moved for move	1
moves for moved	1
much for many	1
my for many	1





navy for navies	1
nice for pleasant	1
no for know	1
now for know	1
obliged for surprised	1
of for for	1
of for from	1
of for on	1
of for or	1
off for out of	1
on for at	1
on for one	1
ore for o'er, over	1
others for other	1
our for are	1
our for or	1
pass for past	1
peal for peel	1
places for things	1
plane for plain	1
poor for poorly	1
power for powder	1
praised for praise	1
prayer for pray	1
prays for prayers	1
price for prize	1
principle for principal	1
problem for proverb	1
purred for purrs	1
queer for queerly	1
quick for quickly	1
quiet for quite	1
raise for rise	1
real for really, very	1
red for read	1
regular for regularly	1
repay for repent	1
respect for respectful	1
rests for rest	1
return for turn	1
root for roots	1
safety for safely	1
said for spoke	1
sailor for sailors	1
sat for sitting	1
savings for save	1
say for speak	1
says for said	1
seat for sit	1
see for sea	1
seemed for seems	1



seen for seem	1
seller for cellar	1
seven for seventh	1
shall for should	1
shall for would	1
ship for ships	1
should for could	1
should for may	1
sides for side	1
sit for set	1
site for cite	1
six for sixth	1
soil for sail	1
song for songs	1
sorrow for sorry	1
sow for saw	1
sow for sew	1
spent for spend	1
sprain for sprained	1
stand for stood	1
state for states	1
stayed for stay	1
steel for steal	1
steel for still	1
stood for stayed	1
stove for fire	1
stove for oven	1
strait for straight	1
strip for stipe	1
study for studied	1
sung for sing	1
take for takes	1
take for taking	1
talk for say	1
teachers for teaches	1
teaches for teachers	1
tell for tells	1
tell for till	1
terrible for badly	1
thank for thanked	1
that for what	1
that for which	1
the for than	1
the for them	1
their for them	1
their for then	1
their for they	1
their for they are	1
them for him	1
them for it	1
then for their	1
then for them	1



then for they	1
there for the	1
there for them	1
the while for while	1
they for it	1
they for the	1
this for she	1
this for these	1
through for throw	1
throw for through	1
thy for the	1
tight for tightly	1
tin for thin	1
time for time	1
to for at	1
to for in	1
tolled for told	1
trouble for troubles	1
truck for trunk	1
true for truth	1
tumble for tumbled	1
turn for turned	1
unless for until	1
us for use	1
use for us	1
uses for use	1
usually for usual	1
vale for veil	1
vegetable for vegetables	1
waking for walking	1
ware for wear	1
was for am	1
was for as	1
wash for watch	1
watch for watched	1
watched for watch	1
waving for rippling	1
way for ways	1
we for I	1
we for you	1
weak for week	1
wealth for wealthy	1
well for much	1
went for go	1
were for wear	1
what for which	1
which for who	1
which for whom	1
which for why	1
whispered for whisper	1
winds for wind	1





wished for thought	1
wished for wish	1
won't for wouldn't	1
worry for worried	1
worst for worse	1
would for wouldn't	1
wright for right	1
wrote for rode	1
wrote for write	1
year for years	1
years for year	1
you for I	1
Total Frequency	1,295
Separate Errors	565



## CHAPTER V

## RECOMMENDATIONS AND CONCLUSION

The data submitted in this study are sufficient to justify some final conclusions. It is pertinent to note that considerable further data not here submitted are directly in line with conclusions noted below.

The first obvious conclusion is that the number of errors attaching to the individual child is not anything like so extensive as the total list of errors. The standardized test studies for the year 1923-1924 shown for the thirty-seven pupils involved a range of errors from eleven to thirty-six with a median of twenty-three. The standardized tests studies for the year 1924-1925 shown for the forty-four pupils involved a range of errors from eleven to thirty-six with a median of twenty-four.

The composition studies for the year 1922-1923 show for forty-four pupils involved a range of errors from seven to twenty-three with a median of fourteen. The composition studies for the year 1923-1924 involved thirty-seven pupils and showed a range of errors from nine to sixty-eight with a median of twenty-nine. The composition studies for the year 1924-1925 involved forty-four pupils and showed a range of errors from zero to forty-seven with a median of twenty-five.

The medians in the five studies referred to in the last two paragraphs are twenty-three, twenty-four, fourteen, twenty-nine and twenty-five. Whether you take the medians or the extreme top on the



number of errors made, it still indicates a reasonable task. Undoubtedly it suggests the necessity of knowing the particular errors attached to each pupil and of directing the work accordingly.

Neglecting the pupils for a moment and looking only at the errors, we find that the errors which are most common stand well at the top of the list of frequency. The six errors thus emphasized by the standardized test studies are:

1. confusion of was for were
2. " " to, too, and two
3. " " there for their
4. " " is for are
5. " " good for well
6. " " our for are

These six errors constitute twenty-three per cent of the total frequency.

The three composition studies in a similar way emphasize the high frequency of a limited number of errors. The following ten errors constitute sixteen per cent of the total frequency of errors listed in these three annual studies:

1. confusion of was for were
2. " " to, too and two
3. " " there for their
4. " " is for are
5. " " of for off
6. " " are for is
7. " " then for than
8. " " a for an
9. " " good for well
10. " " done for did

Keeping in mind the two main conclusions indicated above, first, that any one pupil has a very limited number of errors, and second, that a small number of errors makes up a large percentage of the total frequency, it is obvious that the task of reducing language errors





requires intensive work on specific errors. The present study did not undertake the plan for doing this work except incidentally. Careful reading of the plan shows that the writer made a list of the errors, helped to pick out the most common errors, and then directed attention of the pupils in such manner as to make the child feel that he was working directly upon the errors which needed his specific attention. This work was furthered by the writer with composition work by the pupil, motivated drills, and by evidence of progress as shown by the graphing of the results.

Obviously any child at any time may encounter a new error. This work requires that the child be given help of a general nature and be given a plan of checking himself in case of doubt.

It is not part of the present study to criticize the attempts to improve the English of the pupils through the teaching of formal grammar, or technical grammar. It is obvious, however, that this study does cast some doubt upon the efficiency of that method of procedure. obviously this study does point out the need of very specific work directed toward the elimination of the individual errors of each child.



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